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ABSTRACT

This report documents the Hawaii Writing Assessment, which was undertaken to identify the writing strengths and weaknesses of Hawaii's public school children in kindergarten through grade twelve and to provide a basis for improvement in curriculum and instruction. The two sections of the report contain an overview of the assessment effort and recommendations drawn from it, and the results, analysis, and instructional implications of the survey. Appendixes contain (1) a discussion of the assessment procedure, (2) writing assessment exercises, (3) scoring criteria, and (4) a copy of Standards for Basic Skills Writing Programs, published by the National Council of Teachers of English. (FL)

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STATE WRITING IMPROVEMENT FRAMEWORK

Office of Instructional Services/General Education Branch • Department of Education
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FOREWORD

Education has traditionally been associated with the three R's of reading, 'riting, and 'rithmetic. Over the years, the scope and sophistication of teaching these skills have certainly increased, but the teaching of communication and computation skills remains a primary instructional objective for our schools. After conducting major assessments in reading and in mathematics for program improvement, the Department in its commitment to quality education recently completed an assessment on writing.

On the surface, writing may appear to be a simple act of putting down thoughts on paper; but in reality, writing is a complex activity involving many skills and different kinds of knowledge. Its effectiveness as a communication process is determined by the degree to which it accomplishes a given purpose with an audience. It is an important and useful skill that must be taught not only in language arts courses but also in content areas such as social studies and science.

The Department's recently completed state-wide writing assessment has attempted to determine the extent to which students in the public schools are achieving the goals and objectives identified for writing. The assessment has indicated strengths and weaknesses; it has analyzed possible reasons for student performance; and it has led to specific implications and recommendations for improvement. These have been translated into the State Writing Improvement Framework, which sets the direction for the entire Department. The Framework challenges all in the Department to continue working together to provide our students with quality instruction in writing.

Charles G. Clark, Superintendent

ACKNOWLEDGMENTS

The Hawaii Writing Assessment was a major effort which included many individuals. The Department expresses its appreciation to those who spent many hours on this very significant undertaking.

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Central School District

Grade 4	Grade 8	Grade 11
Webling	Wahiawa Intermediate	Moanalua
Mililani-waena	Wheeler Intermediate	Radford
Pearl Harbor		
Pearl Harbor Kai		
Makalapa		
Nimitz		
Aiea		
Salt Lake		
Solomon		
Waialua		

Leeward School District

Grade 4	Grade 8	Grade 11
Pearl City Highlands	Highlands Intermediate	Waipahu
Manana	Waipahu Intermediate	Waianae
Pearl City		
Waiau		
Honowai		
Makakilo		
Pohakea		
Waianae		
Maukalani		

Windward School District

Grade 4	Grade 8	Grade 11
Kaelepulu	King Intermediate	Castle
Keolu	Waimanalo Elem. & Inter.	Kahuku
Kaneohe		
Heeia		
Enchanted Lake		
Hauula		
Pope		
Kaaawa		
Sunset Beach		

Hawaii School District

Grade 4	Grade 8	Grade 11
Waiakeawaena	Waiakea Intermediate	Waiakea High
Konawaena	Honaunau	Ka'u High & Pahala Elementary
Holualoa		
Waimea		
Hilo Union		
Honokaa		
Kohala		
Keaukaha		

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Participating Schools

Honolulu School District

Grade 4	Grade 8	Grade 11
Hokulani	Kaimuki Intermediate	Roosevelt
Kaahumanu	Kawananakoa Intermediate	Kaimuki
Maemae	Central Intermediate	Farrington
Jefferson		
Royal		
Waialae		
Lunalilo		
Kalihi Kai		
Lanakila		
Lincoln		
Kalihi Uka		
Likelike		

Maui School District

Grade 4

Kula
Kihei
Pukalani
Hana High & Elementary
Paia
Waihee
Maunaloa

Grade 8

Kula
Lihikai
Molokai High & Inter.
Waihee Intermediate

Grade 11

Lahainaluna
Hana High & Elementary
Lanai
Baldwin High

Kauai School District

Grade 4

Kapaa
Kalaheo
Kaumakani
Koloa
Wilcox

Grade 8

Kapaa High & Intermediate
Waimea Canyon
Koloa

Grade 11

Kapaa
Kauai

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INTRODUCTION

The Hawaii Writing Assessment was conducted to determine the extent to which students in Hawaii's public schools are achieving the goals and objectives of writing as related to Foundation Program objective 1: Develop basic skills for learning and effective communication with others. As with earlier assessments in reading and in mathematics, the writing assessment was designed to identify strengths and weaknesses to provide a basis for improvement in curriculum and instruction.

The assessments of basic skills were implemented as part of the Foundation Program Assessment and Improvement System (FPAIS), which is the Department's curriculum management system. Consisting of an assessment and an improvement component, the system provides a process for conducting assessments, reviewing and analyzing findings and related data, and using the results to plan, program, implement, and evaluate educational programs and related services in the public schools of Hawaii.

The writing assessment effort proceeded through the following major steps:

1. Identifying the essentials of writing instruction for Hawaii's schools: (a) definition of writing, (b) goals and objectives for the teaching of writing, (c) agreement on the traits important for each type of discourse, and (d) awareness of the importance of aim and audience.

2. Determining an assessment procedure that would focus on student performance in writing, instead of on student knowledge about writing.

3. Identifying, adapting, and/or developing assessment exercises to elicit complete writing samples, rather than excerpts.

4. Utilizing a sample design that would provide sufficient and reliable data from which to develop a state and seven district profiles.

5. Using both the holistic and trait methods for scoring.

6. Developing a State Writing Improvement Framework, which is based on an analysis of the findings and which includes instructional implications and recommendations for program improvement.

A task force was appointed to administer the writing assessment from the inception of planning to all aspects of the collection, analysis, synthesis, and interpretation of data. The task force was composed of personnel from the state and district offices and from the University of Hawaii, the Hawaii Council of Teachers of English, and the community-at-large.

The ultimate goal is the improvement of the writing performance of all students, K-12, in the public schools of Hawaii. This report, the State Writing Improvement Framework, documents the writing assessment and focuses on specific recommendations for the accomplishment of this goal. It delineates areas of responsibilities so that personnel in the state and district offices and in the schools may work together more effectively in making an impact on the quality of writing done by students. The Framework further suggests approximate time spans for each of the major phases in the implementation of the recommendations.

PART ONE: OVERVIEW AND RECOMMENDATIONS

I. Rationale

The State Writing Improvement Framework is based primarily on the analysis of the assessment data as presented in Part Two of this report. The data were analyzed and interpreted with two principal considerations in mind:

1. The essentials of writing instruction.
2. The current status of writing instruction in our schools.

The recommendations for improvement are categorized into four areas:

1. Program Development and Implementation
2. Staff Development
3. Instructional Management
4. Community Relations

These categories correspond to the components of the Instructional Development Model (IDM)[1] developed by the Office of Instructional Services as displayed below:

Instructional Development Model	State Writing Improvement Framework
Content	Program Development and Implementation
Change Process	Staff Development Community Relations
Instructional Process	Instructional Management

The Instructional Development Model provides a basis for relating the State Writing Improvement Framework to the Department's overall effort in implementing the Foundation Program.

Under program development and implementation are listed concerns that relate to the content of writing as described in the Language Arts Program Guide, K-12 and that have been identified as essentials of writing instruction (presented in the next section of this report). The recommendations point to the need to translate general directions into more specific objectives and delineations.

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[1] For further information, refer to "Instructional Development Model," Office of Instructional Services, Department of Education, December 24, 1979.

Under staff development are listed concerns that relate to human considerations: the importance of a favorable climate for learning, the quality of leadership that motivates others to learn, and the collaborative efforts that involve others in problem-solving and decision-making. Specific areas to be addressed are based on the recommendations in the program development and implementation and instructional management categories.

Under community relations are listed concerns that relate to the important role that parents and the community-at-large have in encouraging good writing and in supporting the efforts of schools to teach writing.

Under instructional management are listed concerns that deal with steps in the process of instruction:

- Identifying goals and objectives
- Assessing student needs
- Analyzing data and planning for instruction
- Identifying instructional strategies
- Delivering instruction
- Evaluating student growth

II. Writing Instruction

Definition of Writing

Writing is a process of communicating ideas, feelings, and experiences through the graphic mode; it is an individual, idea-centered activity involving imagination, thinking, and self-expression.

Primary Goal of Writing Instruction

The primary goal of writing instruction is to teach students to communicate clearly, coherently, and effectively to accomplish a specific aim with a specific audience.

Objectives of Writing Instruction

Objectives for writing have been derived from Foundation Program Objective #1 Develop basic skills for learning and effective communication with others. A sub-objective focuses on writing aims: Use language in writing to express feelings, to give information, to promote ideas, and to entertain.

For the purpose of the assessment, the following objectives were identified:

1. Students will write to a given audience to accomplish the following aims:

    a. To express feelings (expressive discourse)[2]
    b. To provide information (referential discourse)

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[2] Refer to Language Arts Program Guide, K-12, Department of Education, State of Hawaii, June, 1979, pp. 17 and 18.

   - c. To promote ideas (persuasive discourse)
   - d. To entertain (literary discourse)

2. To accomplish the above, students will:

   - a. Present ideas in an orderly manner:

     - 1) Select and arrange ideas to achieve a particular purpose.
     - 2) Use appropriate logic in sequencing ideas or information in sentences, paragraphs, and longer pieces.

   - b. Utilize the resources of language:

     - 1) Use words correctly, appropriately, and effectively.
     - 2) Combine words into sentence patterns permitted by the English language.

   - c. Use conventions of writing:

     - 1) Use capitalization, punctuation, spelling, abbreviation, and penmanship to enhance the communication process.

     - 2) Use space according to conventional practice and rules--including indenting paragraphs, leaving margins, and placing titles.

   - d. Adapt the resources of languages, arrangement of ideas, and conventions of writing to aim and audience (style).

The Important Traits

Writing is composing--taking ideas and expressing them in clear, appropriate language with consistency in tone and style to accomplish a purpose (aim) with a given audience. Each of the four purposes requires the writer to adapt the resources of language and arrangement of ideas (and to some extent the conventions of writing) by focusing on those traits which are important to a particular type of discourse (expressive, referential, persuasive, or literary).

The following chart lists the traits identified as important for each of the four purposes and indicates the importance (primary, secondary, and tertiary) assigned to each. (Refer to Appendix A for the traits which were scored for specific purposes.)

Writing Objectives and Traits

Objectives	Primary Traits	Secondary Traits	Tertiary Traits
1. Expressing Feelings: To express personal feelings clearly and vividly.	Expressiveness	Syntax	Spelling Punctuation, Capitalization, and Other Conventions
2. Giving Information: To give clear, accurate, and complete information to others.	Organization Completeness and Relevance	Wording	Syntax Spelling Punctuation, Capitalization, and Other Conventions
3. Promoting Ideas: To present a convincing argument.	Clearly Stated Position Use of Supporting Information Tone Organization	Wording	Syntax Spelling Punctuation, Capitalization, and Other Conventions
4. Entertaining: To use language artfully to move the reader into the imaginary world of the writer.	Invention of Structure Invention of Details Wording	Syntax	Spelling Punctuation, Capitalization, and Other Conventions

III. Recommendations for Progam Improvement

A. Program Development and Implementation

1. The role of writing in the language arts program should be redefined to provide more specific directions to districts and schools.

   a. There is a need to establish and/or identify the criteria (or standards) of an effective writing program for Hawaii.

   b. Writing should be part of an integrated approach to the teaching of the language arts.

      1) Guidelines for the integration of the five areas (reading, writing, oral communication, language study, and literature) should be developed for both the elementary and secondary levels.

      2) On the secondary level, specific objectives, approaches, and activities should be identified for the phase program, grades 7-12.

    3) Also on the secondary level, the current course requirements, including electives, may have to be revised.

   c. There is a need to delineate the specific aspects of writing on both the elementary and secondary levels in relation to the performance expectations and essential competencies.

2. Writing in the content areas should be emphasized and practiced.

   a. Guidelines for the application of writing in the content areas should be established.

   b. School-wide involvement and planning are essential to the implementation of this recommendation.

3. Resource guides and other extant materials may have to be expanded or revised or adapted.

   a. Language Arts Strategies for Basic Skills, K-2 could be expanded by including writing strategies which address aim and audience. A supplementary document is a possibility.

   b. The current secondary course guides in writing will have to be redesigned and made more consistent with the State direction of integrating the five areas of the language arts program.

   c. Comprehension in the Content Areas should be used as a basis for the thinking strategies appropriate to writing tasks.

4. Language arts program options now available should be examined and made consistent with State philosophy, goals, and objectives in writing. Other viable options should be identified and made available to districts and schools.

5. Efforts to coordinate established programs directed toward the improvement of basic skills among special groups of students should be planned and implemented. These groups include the following:

   a. Handicapped (Special Education)
   b. Students of Limited English Proficiency
   c. Educationally Disadvantaged
   d. Gifted and Talented

6. A comprehensive evaluation plan incorporating formative as well as summative data should be developed. Summative data should focus on pre- and post-program sampling of complete pieces of writing, utilizing a recognized procedure (e.g., holistic and trait scoring) to arrive at reliable judgments about the quality of the program. Evaluation of the program might also include assessment of a sample of student attitudes, the gathering of pertinent quantitative data (e.g., frequency of student writing, time devoted to writing activities), and observational data (evidence of prewriting activities, class anthologies, writing folders, and student writing displays). The Competency-Based Measures

to be developed for grades 3, 6, 8, and 10 should be a valuable means of collecting data. Also, evaluation efforts of the Hawaii English Program, Secondary, should be coordinated with the total language arts program of the State.

B. Staff Development

1. Staff development efforts should follow the staff development plan written by the Office of Instructional Services as part of the implementation of the Foundation Program.

2. The current cadre of reading and language arts resource teachers at the district level should be trained to implement the State Writing Improvement Framework.

3. As part of the implementation of the State Writing Improvement Framework, principals should be provided training in:

    a. The essentials of writing instruction, including the definition of writing, the goals and objectives of writing instruction, writing standards, etc.

    b. The Instructional Development Model, specifically the Instructional Process and the Change Process.

4. In planning for in-service programs for school staffs, the following topics, as revealed by the State assessment, should be considered:

    a. Assessment/improvement process

        1) Collecting assessment data.

        2) Analyzing findings and relating them to instructional strategies (planning for instruction).

        3) Utilizing appropriate and effective instructional strategies and activities.

        4) Evaluating classroom instruction.

    b. Writing process

        1) Teaching students each step in the writing process: prewriting, drafting, revising, editing, and rewriting.

        2) Basing writing assignments on students' experience.

        3) Developing the different levels of thinking as a prerequisite to good writing.

5. Department of Education personnel should participate in planning for and conducting conferences and meetings sponsored by local professional language arts organizations such as the Hawaii Council of Teachers of

English (HCTE) and Ka Hui Heluhelu (IRA). Involvement in special cooperative projects with non-DOE organizations, e.g., the Hawaii Writing Project (The Bay Area Writing Project), should continue.

6. The Department should continue to work with local teacher training institutions in the following ways:

    a. Serving on teacher education committees related to language arts.

    b. Participating in evaluation (accreditation) activities.

    c. Recommending courses.

7. Title II resources should be used for the training of cadres and teachers. The model used for the Bay Area Writing Program should be reviewed and adapted to meet Hawaii's needs.

8. In-service training plans should include awareness sessions for content area teachers to delineate their role in the teaching of writing. Those who are interested in more than an awareness session should be provided further training.

C. Instructional Management

1. The systematic instructional process described in the Instructional Development Model should be followed by districts and schools in determining needs. The state assessment/improvement effort under the Foundation Program Assessment and Improvement System (FPAIS) is an example of the instructional process. Another example is the Reading Assessment and Improvement Process (RAIP).

    a. Districts should assist schools in following the guidelines in implementing the instructional process.

    b. On the school level, the systematic instructional process should be followed in the development of a school curriculum for writing. The writing curriculum should be based on assessment and analysis of school data and be consistent with the State Writing Improvement Framework.

2. The three approaches to instruction described in the Instructional Development Model should be used in identifying appropriate teaching strategies.

    a. LET (Language, Experience, Thinking)-based instruction--emphasis on identifying, developing, and using what students bring with them to the writing act. The LET-based approach provides the richest sources for the subject matter of writing and is appropriate for all students, especially for those who are having difficulty in generating ideas.

    b. Integrated Skills Approach--emphasis on the application of skills to communicate. This approach provides an excellent means to practice writing for specific purposes and audiences; it is appropriate for students who do not easily apply the skills of writing in a given context.

c. Specific Skills Approach--emphasis on isolated skills instruction. This approach is recommended for students who have facility and fluency in expressing ideas, are able to transfer and apply skills, and have demonstrated needs in specific skills.

3. Writing instruction should follow the following process:

   a. Pre-writing activities to motivate, stimulate thinking, plan the structure, and clarify purpose and audience in order to decide on tone, format, level of formality, etc.

   b. Drafting the paper by providing an overall structure (outlining), selecting supporting details, and using sentences and words appropriately.

   c. Revising based on feedback and on careful reading and rethinking of topic. Assessment exercises indicated that students seldom made major structural or content revisions. Feedback from fellow students is a very appropriate source of information for revision of papers.

   d. Rewriting by using appropriate form, correct language, and correct mechanics.

   e. Editing for errors in usage, spelling, punctuation, etc.

4. Meaningful ways to evaluate writing must be identified and used. Evaluation of student papers:

   a. Must be based on complete pieces of writing.

   b. Must be conducted in line with the writing objectives for the assignment.

   c. Must be humane and positive.

D. Community Relations

Efforts should be made to inform parent and community groups about the place of writing in the school program and to involve them in ways to support writing.

1. Parents and the community in general should be informed about writing and the emphasis given it by the Department. There is also a need to inform parents of the importance of viewing writing as a communication function as opposed to the limited view of writing as correctness in spelling, punctuation, and capitalization.

2. Parents should be encouraged to participate in an advisory capacity. Their active participation in the Title II Advisory Council and other committees is highly recommended.

3. Parent information/involvement programs such as the one conducted by the Right-to-Read Program and OIS efforts should be continued. Brochures on writing that suggest ways parents can help should be developed and disseminated.

	STATE	DISTRICT	SCHOOL
1. Program Development and Implementation	• Identifies standards for a writing program for Hawaii through collaboration with district.	• Collaborates with State in developing standards and guidelines by providing input.	• Implements IDM process in developing school writing program; uses guidelines and standards in implementing IDM.
	• Establishes guidelines for integrating writing with other language arts skills and subject matter.	• Assists schools in translating standards for school use and in implementing guidelines for integration.	• Assesses and maintains effective instructional practices.
	• Develops/identifies/expands resource guides and handbooks.	• Works with state on guides and other resources by providing input.	
	• Coordinates other programs teaching writing, e.g., special education, educationally disadvantaged, and SLEP.	• Coordinates other programs teaching writing.	• Coordinates various programs in the school related to the teaching of writing.
	• Assists in the development and implementation of a comprehensive evaluation plan for writing.	• Assists State in implementing evaluation plan for writing.	
		• Coordinates evaluation effort for schools in the district.	
2. Staff Development	• Trains cadres to implement State Writing Improvement Framework.	• Selects members of cadre and works with them to implement State Writing Improvement Framework.	• Plans for and arranges training sessions with cadre.
	• Collaborates with district in developing in-service training for principals and teachers.	• Plans for training of principals; calls on State for assistance in planning and training.	• Participates in training sessions.
	• Works with professional organizations, institutions of higher learning, and private schools in cooperative efforts and staff development in writing.	• Works with professional organizations, institutions of higher learning, and private schools in cooperative efforts and staff development in writing.	• Participates in professional organizations by providing leadership and serving as active members.
	• Coordinates Title II resources for training.	• Coordinates Title II resources for funding.	• Uses Title II resources
3. Instructional Management	• Collaborates with district in the implementation of IDM as related to writing.	• Assists schools in the implementation of the IDM.	• Implements IDM in maintaining an effective writing program.
	• Provides/recommends various instructional strategies and materials to match learner and teacher styles.	• Works with schools by recommending various instructional strategies materials, especially those found to be effective in the schools of the district.	• Reviews strategies and materials and works with districts to select appropriate ones.
4. Community Relations	• Collaborates with district in planning parent involvement activities.	• Works with district and school advisory councils and other parent groups.	• Informs parents of writing program.
	• Formulates State Advisory Council and coordinates meetings.	• Participates in State Advisory Council meetings.	• Organizes School Advisory Councils and coordinates their activities.

TIME LINE FOR IMPLEMENTATION

	1980-81	1981-82	1982-83
Phase I Planning and Development	Establishment of standards for writing program Development of guidelines for integrating writing with other language arts Revision of resource guides for writing Coordination of all programs related to the instruction of writing Development of a comprehensive evaluation plan for writing Cadre training Parent Involvement		
Phase II Dissemination and In-service Training	State Writing Improvement Framework → Cadre training → Leadership training for principals → Parent involvement →	→ → → →	
Phase III Implementation	State Writing Improvement Framework → Coordination of Programs Related to the Instruction of Writing → Work on guides, resources →	→ → →	→ → →

PART TWO: RESULTS, ANALYSIS AND INTERPRETATION, AND INSTRUCTIONAL IMPLICATIONS

I - State (canary)

II - Central District (pink)

III - Hawaii District (blue)

IV - Honolulu District (golden rod)

V - Kauai District (white)

VI - Leeward District (salmon)

VII - Maui District (green)

VIII - Windward District (buff)

I. STATE

Results, Analysis and Interpretation, and Instructional Implications of State Holistic and Trait Scores

GRADE FOUR

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	1.1%	10.2%	54.1%	30.4%	.2%	4.0%
2. Giving Information	5.1%	28.0%	29.8%	13.0%	.2%	3.9%
3. Promoting Ideas	.9%	15.5%	57.0%	23.4%	.4%	2.8%
4. Entertaining	.9%	15.7%	48.2%	25.4%	.2%	9.5%
AVERAGE	2.0%	17.4%	52.3%	23.1%	.2%	5.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	11.3%	64.3%
2. Giving Information	33.1%	77.8%
3. Promoting Ideas	16.4%	72.5%
4. Entertaining	16.6%	63.9%
AVERAGE	19.4%	69.7%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.
- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.
- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of 0 papers was five (out of 2,118 papers).
- Five (5.1) per cent of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X.

They were scored, however, for individual trait. Entertaining, objective 4, received the most X scores.

- The largest number of papers (52.3%) for all four objectives were given a rating of "fair" which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (52.3%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.
- Slightly less than a fourth (23.1%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).
- A very small percentage (2.0%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.
- A large majority of the papers were in the 2 and 3 categories (69.7%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.2%	13.4%	61.3%	24.1%
S: Syntax	2.2%	24.6%	61.5%	11.6%
T: PC & C	6.1%	34.3%	46.7%	12.8%
OBJECTIVE #2				
P: Organization	12.4%	49.8%	33.5%	4.3%
P: Completeness/ Relevance	7.6%	33.7%	47.8%	10.8%
T: Spelling	33.1%	40.6%	20.8%	5.5%
OBJECTIVE #3				
P: Clearly Stated Position	2.5%	38.2%	47.4%	11.9%
P: Tone	.4%	13.8%	73.1%	12.7%
P: Organization	.6%	15.4%	69.8%	14.3%
P: Use of Supporting Information	1.0%	17.3%	56.1%	25.5%
	Audience*			
	Yes	No	?	
	78.2%	21.8%	0	
OBJECTIVE #4				
P: Invention of Structure	1.9%	28.2%	51.7%	18.3%
P: Invention of Details	2.5%	18.7%	59.0%	19.7%
P: Wording	.6%	9.0%	73.5%	16.8%
AVERAGE	6.0%	26.0%	54.0%	14.0%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (73.7%), followed by organization based on chronological order (62.2%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (9.6%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (56.9%), followed by the primary (26.8%) and secondary (26.8%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentages for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (54.0%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 32 (as compared with the 19.4% rated 4 and 3 holistically).

- 78.2% of the papers specifically addressed the given audience in promoting ideas, but 21.8% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	73.7%			73.7%
2. Organization (obj. #2)	62.2%	62.2%		
3. Completeness/ Relevance	41.3%	41.3%		
4. Clearly Stated Position	40.7%	40.7%		
5. PC&C	40.4%			40.4%
6. Invention of Structure	30.1%	30.1%		
7. Syntax	26.8%		26.8%	
8. Invention of Details	21.2%	21.2%		
9. Use of Supporting Information	18.3%	18.3%		
10. Organization (obj. #3)	16.0%	16.0%		
11. Expressiveness	14.6%	14.6%		
12. Tone	14.2%	14.2%		
13. Wording	9.6%	9.6%		
AVERAGE		26.8%	26.8%	56.9%

- Students scored lowest on wording (9.6%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 26.8% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.

2. Writing activities should capitalize on the interests and experiences of students.

3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.

4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.

5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.

6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.

7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:

    a. Using words that are vivid, precise, and appropriate.

    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.

    c. Planning papers based on logical order.

    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.

8. The primary traits should be systematically taught in relation to the four purposes of writing.

9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).

10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of State Holistic and Trait Scores

GRADE EIGHT

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feelings	2.8%	27.4%	53.3%	13.8%	-	2.8%
2. Giving Information	4.2%	23.3%	46.8%	25.5%	.2%	1.0%
3. Promoting Ideas	2.1%	25.6%	50.5%	20.6%	-	1.2%
4. Entertaining	3.1%	30.6%	49.8%	14.7%	-	1.6%
AVERAGE	3.1%	26.7%	50.1%	18.4%	.05%	1.7%

Percentage of Scores When Combined

	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	30.2%	80.7%
2. Giving Information	27.5%	70.1%
3. Promoting Ideas	27.7%	76.1%
4. Entertaining	33.7%	80.4%
AVERAGE	29.8%	76.8%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in entertaining, objective 4 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2; however, the scores for all four objectives were not significantly different. This may indicate that, by the eighth grade, students have been given practice in writing for all four purposes.

- Scores for the eighth graders for objective 2, providing information, were lower than those for fourth graders. This is most probably due to the weaknesses of the assessment item itself. Scorers all agreed that the information provided was not sufficient; moreover, students in the eighth grade are not very familiar with driving, and thus were unable to describe an accident clearly.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of 0 papers was only one (out of 1,985 papers).

- 1.7% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Expressing feelings, objective 1, received the most X scores.

- The largest number of papers (50.1%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth-grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 19.4% (grade 4) to 29.8% (grade 8).

- Moreover, fewer papers (18.4%) were rated "poor" as compared with the fourth grade (23.1%), indicating that students are improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (3.1%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (76.8%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings			
	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	3.7%	36.5%	51.1%	8.7%
S: Syntax	4.9%	38.2%	44.9%	12.0%
T: PC&C	7.3%	38.2%	42.9%	12.4%
OBJECTIVE #2				
P: Organization	23.0%	45.8%	25.8%	5.4%
P: Completeness/ Relevance	6.7%	21.4%	49.0%	23.0%
T: Spelling	48.8%	33.3%	13.5%	4.4%
OBJECTIVE #3				
P: Clearly Stated Position	6.7%	51.4%	33.6%	8.4%
P: Tone	4.8%	18.0%	68.5%	8.8%
P: Organization	5.0%	23.0%	52.0%	20.0%
P: Use of Supporting Information	2.7%	21.7%	47.8%	27.8%
	Audience*			
	Yes	No	?	
	19.7%	80.3%	0	
OBJECTIVE #4				
P: Invention of Structure	10.8%	45.2%	35.5%	8.5%
P: Invention of Details	5.8%	31.3%	50.8%	12.0%
P: Wording	2.3%	16.8%	71.8%	9.1%
AVERAGE	10.2%	32.4%	45.1%	12.3%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (82.1%), followed by organization based on chronological order (68.8% scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (19.1%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (63.8%), followed by the secondary (43.1%) and primary (38.3%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (45.1%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 42.6 (as compared with the 29.8% rated 4 and 3 holistically).
- 19.7% of the papers specifically addressed the given audience in promoting ideas, but 80.3% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to the data obtained from teachers about current practices in writing instruction, which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	82.1%			82.1%
2. Organization (objective #2)	68.8%	68.8%		
3. Clearly Stated Position	58.1%	58.1%		
4. Invention of Structure	56.0%	56.0%		
5. PC&C	45.5%			45.5%
6. Syntax	43.1%		43.1%	
7. Expressiveness	40.2%	40.2%		
8. Invention of Details	37.1%	37.1%		
9. Completeness/ Relevance	28.1%	28.1%		
10. Organization (objective #3)	28.0%	28.0%		
11. Use of Supporting Information	24.4%	24.4%		
12. Tone	22.8%	22.8%		
13. Wording	19.1%	19.1%		
AVERAGE		38.3%	43.1%	63.8%

- Students scored lowest on wording (19.1%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Writing instruction should provide for the development of creativity and use of imagination.
2. Students should be provided instruction in the use of vivid language and figures of speech.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units.
5. Form (report writing, paragraphing) should be taught.
6. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.
7. Initially, writing should be based on student interest and experiences.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
10. Traits should be taught in relation to the whole piece of writing, not in isolation.
11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of State Holistic and Trait Scores

GRADE ELEVEN

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feelings	2.2%	38.7%	46.1%	12.1%	-	.6%
2. Giving Information	3.2%	28.3%	45.9%	21.4%	.7%	.5%
3. Promoting Ideas	3.7%	30.6%	50.1%	14.6%	.2%	.7%
4. Entertaining	3.7%	31.2%	48.8%	13.7%	-	2.4%
AVERAGE	3.2%	32.2%	47.8%	15.4%	.2%	1.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	40.9%	84.8%
2. Giving Information	31.5%	74.2%
3. Promoting Ideas	34.3%	80.7%
4. Entertaining	34.9%	80.0%
AVERAGE	35.4%	80.0%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in expressing feelings, objective 1 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2. One reason for the relatively high scores on objective 1 may be that the item was one that the students could easily relate to because of the familiarity of the topic.

- Although students performed best in expressing feelings, this score (40.9%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of 0 papers was four (out of 1,770 papers).

- Only 1% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (47.8%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (47.8%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fifth (15.4%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.8%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (80.0%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Rating 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	4.0%	39.5%	47.8%	8.5%
S: Syntax	2.9%	42.4%	41.3%	13.3%
T: PC&C	4.0%	47.4%	35.2%	11.2%
OBJECTIVE #2				
P: Organization	14.0%	41.3%	34.7%	10.0%
P: Completeness/ Relevance	4.7%	29.6%	44.8%	21.0%
T: Spelling	28.2%	51.0%	14.9%	5.8%
OBJECTIVE #3				
P: Clearly Stated Position	13.3%	47.1%	33.6%	6.1%
P: Tone	4.9%	38.2%	52.0%	4.9%
P: Organization	5.6%	30.9%	45.9%	17.6%
P: Use of Supporting Information	3.7%	25.1%	52.2%	19.0%
	Audience*			
	Yes	No	?	
	14.2%	11.2%	74.4%	
OBJECTIVE #4				
P: Invention of Structure	5.4%	43.1%	39.3%	12.3%
P: Invention of Details	4.9%	31.9%	50.0%	13.2%
P: Wording	3.1%	24.3%	61.2%	11.5%
AVERAGE	7.6%	37.8%	42.6%	11.9%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (79.2%), followed by clearly stated position (60.4%). The trait with the smallest number of 4 and 3 scores was wording (27.4%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (65.3%), followed by the secondary (45.3%) and the primary (41.5%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (42.6%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentages of papers totaled 45.4% (as compared with the 35.4% rated 4 and 3 holistically.)

- 14.2% of the papers specifically addressed the given audience in promoting ideas, but 11.2% failed to do so. Scorers were unable to determine whether papers addressed an audience for 74.4% of the papers; these

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	79.2%			79.2%
2. Clearly Stated Position	60.4%	60.4%		
3. Organization (objective #2)	55.3%	55.3%		
4. PC&C	51.4%			51.4%
5. Invention of Structure	48.5%	48.5%		
6. Syntax	45.3%		45.3%	
7. Expressiveness	43.5%	43.5%		
8. Tone	43.1%	43.1%		
9. Invention of Details	36.8%	36.8%		
10. Organization (objective #3)	36.5%	36.5%		
11. Completeness/ Relevance	34.3%	34.3%		
12. Use of Supporting Information	28.8%	28.8%		
13. Wording	27.4%	27.4%		
AVERAGE		41.5%	45.3%	65.3%

papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).
- Students scored lowest on wording (27.4%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.
2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.
3. All four purposes should be taught in meaningful situations.
4. Primary traits should be emphasized in relation to each of the four purposes of writing.
5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.
6. Traits should be taught in relation to the total discourse, not in isolation.
7. Emphasis should be placed on instruction in those traits in which the students were found to be weakest: wording, use of supporting information, completeness and relevance, organization (objective #3), and invention of details.

Results, Analysis and Interpretation, and Instructional Implications of State Holistic and Trait Scores

COMPOSITE OF GRADES FOUR, EIGHT AND ELEVEN

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	2.0%	25.4%	51.2%	18.8%	.1%	2.6%
2. Giving Information	4.2%	26.5%	47.5%	19.6%	.4%	1.8%
3. Promoting Ideas	2.2%	23.9%	52.5%	19.5%	.2%	1.6%
4. Entertaining	2.6%	25.8%	48.9%	17.9%	.1%	4.5%
AVERAGE	2.8%	25.4%	50.0%	19.0%	.2%	2.6%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	27.4%	76.6%
2. Giving Information	30.7%	74.0%
3. Promoting Ideas	26.1%	76.4%
4. Entertaining	28.4%	74.7%
AVERAGE	28.2%	75.4%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Overall state averages for all four objectives were not very different from one another, indicating that students in grades 4, 8, and 11 performed about the same for each of the four objectives. This overall finding indicates that all four objectives are taught in our schools although the emphasis in the fourth grade seems to be on giving information. However, the fact that only 30% of the papers were rated "excellent" and "good" indicates that there is a need for some modification in current instructional practices in writing.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of 0 papers was ten (out of 5,873 papers).

- 2.6% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (50.0%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently. The

Percentages of
Combined Scores
(4 and 3 Ratings)

Grade	Percentage
4	19.4%
8	29.8%
11	35.4%

Percentage of Combined Scores
(4 and 3 Ratings) for Objectives

Objective	Grade 4	Grade 8	Grade 11
1. Expressing Feeling	11.3%	30.2%	40.9%
2. Giving Information	33.1%	27.5%	31.5%
3. Promoting Ideas	16.5%	27.7%	34.3%
4. Entertaining	16.6%	33.7%	34.9%

second largest number of papers (25.4%) were given a rating of "good."

- Slightly less than a fifth (19.0%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.8%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (75.4%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

- The percentage of scores for the combined 4 and 3 ratings for all four objectives combined increased from grade to grade (grades 4 to 8 to 11). This positive trend is encouraging and indicates the influence of maturity, broader experience, and instruction.

- The percentage scores for the combined 4 and 3 ratings for each of the four objectives considered separately increased from grade to grade for three of the four objectives. The objective for which scores did not consistently improve from grade to grade was giving information (there was a drop in scores from grades four to eight). The decline in scores for grade eight was undoubtedly due to the weaknesses in the assessment item itself.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Ratings			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	3.0%	29.8%	53.4%	13.8%
S: Syntax	3.3%	35.1%	49.2%	12.3%
T: PC&C	5.8%	40.0%	41.6%	12.1%
OBJECTIVE #2				
P: Organization	16.5%	45.6%	31.3%	6.6%
P: Completeness/ Relevance	6.3%	28.2%	47.2%	18.3%
T: Spelling	36.7%	41.6%	16.4%	5.3%
OBJECTIVE #3				
P: Clearly Stated Position	7.5%	45.6%	38.2%	8.8%
P: Tone	3.4%	23.3%	64.5%	8.8%
P: Organization	3.7%	23.1%	55.9%	17.3%
P: Use of Supporting Information	2.5%	21.4%	52.0%	24.1%
	Audience *			
	Yes	No	?	
	37.4%	37.8%	24.8%	
OBJECTIVE #4				
P: Invention of Structure	16.0%	38.8%	42.1%	13.0%
P: Invention of Details	4.4%	27.3%	53.3%	15.0%
P: Wording	6.0%	16.7%	68.8%	12.5%
AVERAGE	8.1%	32.0%	47.1%	12.8%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores was spelling (78.3%), followed by organization based on chronological order (62.1% scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (22.7%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (62.0%), followed by the secondary (38.4%) and primary (35.5%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (47.1%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 40.1% (as compared with the 28.2% rated 4 and 3 holistically).
- 37.4% of the papers specifically addressed the given audience in promoting ideas, but 37.8% failed to do so. Scorers were unable to determine whether papers addressed an audience for 24.8% of the papers--all in the eleventh grade.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	78.3%			78.3%
2. Organization (objective #2)	62.1%	62.1%		
3. Clearly Stated Position	53.1%	53.1%		
4. PC&C	45.8%			45.8%
5. Invention of Structure	44.8%	44.8%		
6. Syntax	34.8%		34.8%	
7. Completeness/ Relevance	34.5%	34.5%		
8. Expressiveness	32.8%	32.8%		
9. Invention of Details	31.7%	31.7%		
10. Organization (objective #3)	26.8%	26.8%		
11. Tone	26.7%	26.7%		
12. Use of Supporting Information	23.9%	23.9%		
13. Wording	22.7%	22.7%		
AVERAGE		35.5%	38.4%	62.0%

	Ratings			
Grade	4	3	2	1
4	6.0%	26.0%	54.0%	14.0%
8	10.2%	32.4%	45.1%	12.3%
11	7.6%	37.8%	42.6%	11.9%

- Students scored lowest on wording (22.7%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- The general indication is that students improve in their traits from grade to grade. The decrease of excellent papers in grade eleven, however, should be of concern.

Instructional Implications

1. All four purposes of writing should be taught beginning in the early grades and continuing through high school. During grades 9-12, specialized courses focusing on specific purposes should be offered. These courses should be planned within the school's comprehensive framework of writing based on the assessed needs of students.

2. Writing activities should be based on student interest and experience, and assignments should be related to the students' experience.

3. The communication function of writing should be emphasized--audience and purpose should be stressed.

4. Each step of the writing process should be emphasized:

    a. Pre-writing--motivating students, allowing for discussion of the topic, providing for the generation of ideas, etc.

    b. Writing--providing an overall structure, selecting details and words, maintaining unity and coherence, etc.

    c. Revising--receiving feedback, making improvements, testing clarity of communication, etc.

    d. Rewriting--using appropriate form, language, etc.

    e. Editing--checking for correctness.

5. Thinking should be deliberately taught as a pre-requisite to good writing, and the different levels of thinking should be addressed.

6. Writing should be integrated in all language art courses (with oral communication, reading, literature and language study), and it should be practiced in courses such as social studies, science, and health.

7. Students should be given frequent writing assignments, and holistic evaluation should be used by both teacher and students--not only to expedite evaluation but also to ascertain how well the paper fulfills its purpose.

II. CENTRAL DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Central District Holistic and Trait Scores

GRADE FOUR
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	1.3%	16.7%	55.1%	24.4%	0.0%	2.6%
2. Giving Information	5.1%	34.6%	50.0%	9.0%	0.0%	1.3%
3. Promoting Ideas	1.2%	28.8%	41.2%	27.5%	0.0%	1.2%
4. Entertaining	1.3%	19.2%	52.6%	21.8%	0.0%	5.1%
AVERAGE	2.2%	24.8%	49.7%	20.7%	0.0%	2.6%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	18.0%	71.8%
2. Giving Information	39.7%	84.6%
3. Promoting Ideas	30.0%	70.0%
4. Entertaining	20.5%	71.8%
AVERAGE	27.0%	74.5%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied, indicating that all four objectives are not consistently taught.
- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; (3) the Hawaii English Program (HEP) includes practice in giving directions; and (4) the thinking demands were simple (recall details, steps, procedure) as compared with thinking demands for the other objectives.
- There were no papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.
- 2.6% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (49.7%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (49.7%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fourth (20.7%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.2%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (74.5%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no zero papers indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

	Percentage of Scores for Each Rating			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.3%	14.5%	59.2%	25.0%
S: Syntax	1.3%	26.3%	61.8%	10.5%
T: PC & C	5.3%	35.5%	51.3%	7.9%
OBJECTIVE #2				
P: Organization	18.2%	58.2%	18.2%	5.2%
P: Completeness/ Relevance	11.7%	29.9%	49.4%	9.1%
T: Spelling	31.2%	46.8%	15.6%	6.5%
OBJECTIVE #3				
P: Clearly Stated Position	6.3%	45.6%	39.2%	8.9%
P: Tone	1.3%	16.4%	74.7%	7.6%
P: Organization	1.3%	17.7%	64.6%	16.4%
P: Use of Supporting Information	3.8%	26.6%	40.5%	29.1%
	Audience*			
	Yes	No	?	
	81.0%	19.0%		
OBJECTIVE #4				
P: Invention of Structure	2.7%	29.7%	48.6%	18.9%
P: Invention of Details	4.1%	21.6%	56.8%	17.6%
P: Wording	0.0%	9.5%	77.0%	13.5%
AVERAGE	6.9%	29.1%	50.5%	13.6%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (78%), followed by organization based on chronological order (76.4%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (9.5%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (67.4%), followed by the primary (32.0%) and secondary (27.6%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentages for each rating (for all 13 traits) shows that the largest percentage of papers was rated 2 (50.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interferred with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 36.0% (as compared with the 27% rated 4 and 3 holistically).
- 81.0% of the papers specifically addressed the given audience in promoting ideas, but 19.0% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	78.0%			78.0%
2. Organization (obj. #2)	76.4%	76.4%		
3. PC & C	56.8%			56.8%
4. Clearly Stated Position	51.9%	51.9%		
5. Completeness/ Relevance	41.6%	41.6%		
6. Invention of Structure	32.4%	32.4%		
7. Use of Supporting Information	30.4%	30.4%		
8. Syntax	27.6%		27.6%	
9. Invention of Details	25.7%	25.7%		
10. Organization (obj. #3)	19.0%	19.0%		
11. Tone	17.7%	17.7%		
12. Expressiveness	15.8%	15.8%		
13. Wording	9.5%	9.5%		
AVERAGE		32.0%	27.6%	67.4%

- Students scored lowest on wording (9.5%). Because the trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 27.6% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.

2. Writing activities should capitalize on the interests and experiences of students.

3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.

4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.

5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.

6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.

7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:

    a. Using words that are vivid, precise, and appropriate.

    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.

    c. Planning papers based on logical order.

    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.

8. The primary traits should be systematically taught in relation to the four purposes of writing.

9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).

10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Central District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	0.0%	30.7%	52.0%	17.3%	0.0%	0.0%
2. Giving Information	5.0%	17.5%	47.5%	27.5%	1.3%	1.3%
3. Promoting Ideas	1.3%	30.8%	50.0%	17.9%	0.0%	0.0%
4. Entertaining	5.2%	39.0%	37.7%	16.9%	0.0%	1.3%
AVERAGE	2.9%	29.5%	46.8%	19.9%	0.3%	0.7%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 4 and 3 Ratings
1. Expressing Feeling	30.7%	82.7%
2. Giving Information	22.5%	65.0%
3. Promoting Ideas	32.1%	88.2%
4. Entertaining	44.2%	82.9%
AVERAGE	32.4%	82.9%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in promoting ideas, objective 3 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2.

- Scores for the eighth graders for objective 2, providing information, were lower than those for fourth graders. This is most probably due to the weaknesses of the assessment item itself. Scorers all agreed that the information provided was not sufficient; moreover, students in the eighth grade are not very familiar with driving and thus were unable to describe an accident clearly.

- There were very few papers (0.3%) that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. Giving information, objective 2, was the only objective for which there were any 0 scores.

- Less than one percent (0.7%) of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Only objective 2, giving information, and objective 4, entertaining, received X scores.

- The largest number of papers (46.8%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that almost half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 27.0% (grade 4) to 32.4% (grade 8).

- Moreover, fewer papers (19.9%) were rated "poor" as compared with the fourth grade (20.7%), indicating a very small improvement. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (2.9%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories(82.9%). This indicates that the writing of most students can be considered "fair" or "good." The potentia for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.4	40.5	44.6	13.5
S: Syntax	4.1	32.4	52.7	10.9
T: PC & C	8.1	28.4	54.1	9.5
OBJECTIVE #2				
P: Organization	23.1	44.8	28.2	3.8
P: Completeness/ Relevance	7.7	17.9	50.0	24.4
T: Spelling	46.2	32.1	17.9	3.8
OBJECTIVE #3				
P: Clearly Stated Position	5.1	56.4	32.1	6.4
P: Tone	2.6	19.2	71.8	6.4
P: Organization	6.4	30.8	39.7	23.1
P: Use of Supporting Information	5.1	26.9	48.7	19.2
	Audience*			
	Yes	No	?	
	16.7	83.3		
OBJECTIVE #4				
P: Invention of Structure	17.1	46.1	27.6	9.2
P: Invention of Details	5.3	44.7	42.1	7.9
P: Wording	2.6	22.4	65.8	9.2
AVERAGE	10.4	34.0	44.3	11.3

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (78.3%), followed by organization based on choronological order (67.9%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was tone (21.8%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (57.4%), followed by the primary (42.6%) and secondary (36.5%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all 13 traits) shows that the largest percentage of papers was rated 2 (44.3%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 44.4% (as compared with the 32.4% rated 4 and 3 holistically).
- 16.7% of the papers specifically addressed the given audience in promoting ideas, but 83.3% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to the data obtained teachers about current practices in writing instruction which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	78.3%			78.3
2. Organization (obj. #2)	67.9%	67.9%		
3. Invention of Structure	63.2%	63.2%		
4. Clearly Stated Position	61.5%	61.5%		
5. Invention of Details	50.0%	50.0%		
6. Expressiveness	41.9%	41.9%		
7. Organization (obj. #3)	37.2%	37.2%		
8. Syntax	36.5%		36.5%	
9. PC & C	36.5%			36.5%
10. Use of Supporting Information	32.0%	32.0%		
11. Completeness/ Relevance	25.6%	25.6%		
12. Wording	25.0%	25.0%		
13. Tone	21.8%	21.8%		
AVERAGE	44.4%	42.6%	36.5%	57.4%

- Students scored lowest on tone (21.8%). Because this trait is related to promoting ideas (objective 3), the low score may indicate confusion over the intended audience (friends and classmates, not the Department of Education). Only 16.7% addressed the correct audience; therefore, the tone may have been inappropriate for the audience.

Instructional Implications

1. Writing instruction should provide for the development of creativity and use of imagination.
2. Students should be provided instruction in the use of vivid language and figures of speech.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units.
5. Form (report writing, paragraphing) should be taught.
6. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.
7. Initially, writing should be based on student interest and experiences.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
10. Traits should be taught in relation to the whole piece of writing, not in isolation.
11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Central District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

	Ratings*					
Objectives	4	3	2	1	0	X
1. Expressing Feeling	6.9%	40.2%	45.8%	6.9%	0.0%	0.0%
2. Giving Information	7.4%	29.4%	47.1%	16.2%	0.0%	0.0%
3. Promoting Ideas	7.4%	47.0%	41.2%	4.4%	0.0%	0.0%
4. Entertaining	7.9%	40.8%	42.1%	7.9%	0.0%	1.3%
AVERAGE	7.4%	39.4%	44.1%	8.9%	0.0%	0.3%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	47.1%	86.0%
2. Giving Information	36.8%	76.5%
3. Promoting Ideas	54.4%	88.2%
4. Entertaining	48.7%	82.9%
AVERAGE	46.8%	83.5%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in promoting ideas, objective 3 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2. One reason for the relatively high scores on objective 3 may be that the item was one that the students could easily relate to because of the familiarity of the topic.

- Although students performed best in promoting ideas, this score (54.4%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.

- There were no papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- Only 0.3% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits). Entertaining, objective 4, received the most X scores.

- The largest number of papers (44.1%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (44.4%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a tenth (8.9%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A small percentage (7.4%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (52.9%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	8.3%	41.6%	45.8%	4.1%
S: Syntax	6.9%	43.0%	41.6%	8.3%
T: PC & C	9.7%	56.9%	26.3%	6.9%
OBJECTIVE #2				
P: Organization	16.2%	44.1%	35.8%	4.4%
P: Completeness/ Relevance	5.9%	41.1%	38.2%	14.7%
T: Spelling	22.1%	57.4%	14.7%	5.9%
OBJECTIVE #3				
P: Clearly Stated Position	23.5%	51.5%	23.5%	1.5%
P: Tone	11.8%	51.5%	36.8%	0.0%
P: Organization	13.2%	50.0%	35.3%	1.5%
P: Use of Supporting Information	7.4%	36.8%	50.0%	5.9%
	Audience*			
	Yes	No	?	
	14.7%	13.2 %	72.0%	
OBJECTIVE #4				
P: Invention of Structure	13.3%	49.3 %	30.7%	6.7%
P: Invention of Details	10.7%	40.0 %	45.3%	4.0%
P: Wording	6.7%	32.0 %	57.3%	4.0%
AVERAGE	12.0%	45.8 %	37.0%	5.2%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information ralated to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (79.5%), followed by clearly stated position (75.0%). The trait with the smallest number of 4 and 3 scores was wording (38.7%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (73.1%), followed by the primary (55.5%) and the secondary (49.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all 13 traits) shows that the largest percentage of papers was rated 3 (45.8%). This indicates that the level of attainment of the traits was "good," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 scores on traits were combined, the percentage of papers totaled 57.8 (as compared with the 46.8% rated 4 and 3 holistically).

- 14.7% of the papers specifically addressed the given audience in promoting ideas, but 13.2% failed to do so. Scorers were unable to determine whether papers addressed an audience for 72.0% of the papers; these papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	79.5%			79.5%
2, Clearly Stated Position	75.0%	75.0%		
3. PC & C	66.6%			66.6%
4. Tone	63.3%	63.3%		
5. Organization (obj. #3)	63.2%	63.2%		
6. Invention of Structure	62.6%	62.6%		
7. Organization (obj. #2)	60.3%	60.3%		
8. Invention of Details	50.7%	50.7%		
9. Expressiveness	49.9%	49.9%		
10. Syntax	49.9%		49.9%	
11. Completeness/ Relevance	47.0%	47.0%		
12. Use of Supporting Information	44.2%	44.2%		
13. Wording	38.7%	38.7%		
AVERAGE		55.5%	49.9%	73.1%

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).
- Students scored lowest on wording (38.7%). Because the trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.
2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.
3. All four purposes should be taught in meaningful situations.
4. Primary traits should be emphasized in relation to each of the four purposes of writing.
5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.
6. Traits should be taught in relation to the total discourse, not in isolation.
7. Emphasis should be placed on instruction in those traits in which the students were found to be weakest: wording, use of supporting information, completeness and relevance, syntax, and expressiveness.

III. HAWAII DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Hawaii District Holistic and Trait Scores

GRADE FOUR
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feelings	0.0%	6.8%	59.5%	32.4%	.0%	1.4%
2. Giving Information	1.3%	32.9%	48.7%	14.5%	.0%	2.6%
3. Promoting Ideas	2.7%	14.9%	52.7%	27.7%	.0%	4.0%
4. Entertaining	2.7%	12.2%	37.8%	28.4%	.0%	18.9%
AVERAGE	1.7%	16.7%	49.7%	25.3%	.0%	6.7%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feelings	6.8%	56.3%
2. Giving Information	34.2%	81.6%
3. Promoting Ideas	17.6%	67.6%
4. Entertaining	14.9%	50.0%
AVERAGE	18.4%	63.9%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.

- There were no papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- 6.7% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (49.7%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that large percentage of papers was rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- Over a fourth (25.3%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (1.7%) of the papers was rated 4, "excellent." This is due to the fact that papers was rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A majority of papers were in the 2 and 3 categories (63.9%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Ratings			
	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	0.0%	11.0%	65.8%	23.3%
S: Syntax	2.7%	24.7%	63.0%	9.6%
T: PC&C	6.8%	32.9%	47.9%	12.3%
OBJECTIVE #2				
P: Organization	6.8%	52.7%	36.5%	4.0%
P: Completeness/ Relevance	8.1%	33.8%	44.6%	13.5%
T: Spelling	36.5%	40.5%	16.2%	6.8%
OBJECTIVE #3				
P: Clearly Stated Position	2.8%	40.8%	46.5%	9.8%
P: Tone	0.0%	16.9%	73.2%	9.8%
P: Organization	0.0%	18.3%	70.4%	11.3%
P: Use of Supporting Information	0.0%	18.3%	50.7%	31.0%
	Audience*			
	Yes	No	?	
	80.3%	19.7%		
OBJECTIVE #4				
P: Invention of Structure	1.7%	25.0%	51.7%	21.7%
P: Invention of Details	1.7%	21.7%	58.3%	18.3%
P: Wording	0.0%	11.7%	78.3%	10.0%
AVERAGE	5.2%	26.8%	54.1%	14.0%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (77.0%), followed by organization based on chronological order (59.5%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was expressiveness (11.0%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (58.4%), followed by the secondary (27.4%) and tertiary (27.1%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (54.1%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentages of papers totaled 32.0 (as compared with the 18.4% rated 4 and 3 holistically).

- 80.3% of the papers specifically addressed the given audience in promoting ideas, but 19.7% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers
for Primary, Secondary and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	77.0%			77.0%
2. Organization (objective #2)	59.5%	59.5%		
3. Clearly Stated Position	43.6%	43.6%		
4. Completeness/ Relevance	41.9%	41.9%		
5. PC & C	39.7%			39.7%
6. Syntax	27.4%		27.4%	
7. Invention of Structure	26.7%	26.7%		
8. Invention of Details	23.4%	23.4%		
9. Organization (objective #3)	18.3%	18.3%		
10. Use of Supporting Information	18.3%	18.3%		
11. Tone	16.9%	16.9%		
12. Wording	11.7%	11.7%		
13. Expressiveness	11.0%	11.0%		
AVERAGE		27.1%	27.4%	58.4%

- Students scored lowest on expressiveness (11.0%). Because this trait is related to expressing feelings (objective 1), the low score may indicate a lack of development in expressing personal feelings clearly and vividly and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings which convey fresh and original ideas, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.
2. Writing activities should capitalize on the interests and expriences of students.
3. Student assignments should be functional, i.e., based on student interests and the need to communicate with a special reader.
4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.
5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.
6. Teachers should teach writing systematically by teaching how to pre-write, write, revise, rewrite and edit.
7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:
    a. Using words that are vivid, precise, and appropriate.
    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.
    c. Planning papers based on logical order.
    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).
10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.
11. Teachers and students should participate in preparing to write and writing jointly by practicing the skills that have been identified as deficient.

Results, Analysis and Interpretation, and Instructional Implications of Hawaii District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feelings	4.1%	13.5%	60.8%	16.2%	.0%	5.4%
2. Giving Information	3.9%	32.9%	36.8%	23.7%	.0%	2.6%
3. Promoting Ideas	0.0%	28.8%	46.6%	24.7%	.0%	0.0%
4. Entertaining	2.7%	30.1%	45.2%	21.9%	.0%	0.0%
AVERAGE	2.7%	26.3%	47.4%	21.6%	.0%	2.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feelings	17.6%	74.3%
2. Giving Information	36.8%	69.7%
3. Promoting Ideas	28.8%	75.4%
4. Entertaining	32.8%	75.3%
AVERAGE	29.0%	73.7%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1.

- There was no paper that was unscorable (rating 0) because it was illegible or incomprehensible or contained little or no writing. The total number of 0 papers was only one (out of 1,985 papers) for all three grades.

- 2% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.)

- The largest number of papers (47.4%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 18.4% (grade 4) to 29.0% (grade 8).

- Moreover, fewer papers (21.6%) were rated "poor" as compared with the fourth grade (25.3%), indicating that students are improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (2.7%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (73.7%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no papers rated 0 also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORING

Results

Percentage of Scores for Each Rating

	Ratings			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	4.3%	27.1%	54.3%	14.3%
S: Syntax	5.7%	38.6%	40.0%	15.7%
T: PC & C	11.4%	38.6%	35.7%	14.3%
OBJECTIVE #2				
P: Organization	27.0%	40.5%	28.4%	4.1%
P: Completeness/ Relevance	9.5%	25.7%	39.2%	25.7%
T: Spelling	48.6%	33.8%	12.2%	5.4%
OBJECTIVE #3				
P: Clearly Stated Position	4.1%	50.7%	34.2%	11.0%
P: Tone	2.7%	15.1%	75.3%	6.8%
P: Use of Supporting Information	1.4%	23.3%	42.5%	32.9%
	Audience*			
	Yes	No	?	
	18.5%	81.5%		
OBJECTIVE #4				
P: Invention of Structure	8.2%	42.5%	38.4%	11.0%
P: Invention of Details	8.2%	19.2%	56.3%	16.4%
P: Wording	1.4%	9.6%	80.8%	8.2%
AVERAGE	10.3%	29.5%	45.5%	14.7%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- Like their fourth grade counterparts, the eighth graders scored best in spelling (82.4%) and organization in giving information (67.5%).

- The greatest problems seem to be with wording, invention of details, tone, organization when promoting ideas, expressiveness, completeness/relevance, and use of supporting information. In addition, it is puzzling that writing to an audience in grades 8 and 11 completely reverses itself from 80.3 - 19.7 (grade 4) to 18.5 - 81.5 (grade 8) to 7.6 - 92.4 (grade 11).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (66.2%), followed by the secondary (44.3%) and primary (34.1%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (45.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 39.8 (as compared with the 29.0% rated 4 and 3 holistically).

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	82.4%			82.4%
2. Organization (obj. #2)	67.5%	67.5%		
3. Clearly Stated Position	54.8%	54.8%		
4. Invention of Structure	50.7%	50.7%		
5. PC & C	50.0%			50.0%
6. Syntax	44.3%		44.3%	
7. Completeness/ Relevance	35.1%	35.1%		
8. Expressiveness	31.4%	31.4%		
9. Invention of Details	27.4%	27.4%		
10. Use of Supporting Information	24.7%	24.7%		
11. Organization (obj. #3)	20.6%	20.6%		
12. Tone	17.8%	17.8%		
13. Wording	11.0%	11.0%		
AVERAGE		34.1%	44.3%	66.2%

(required in promoting ideas). This finding seems to be directly related to data obtained from teachers about current practices in writing instruction which indicated that the relationship between writing and thinking is not consistently emphasized.

- Students scored lowest on wording (11.0%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Writing to all four purposes should be systematically taught with special attention to expressing feelings and promoting ideas.
2. Writing assignments should be explicitly directed to specific audiences.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting and editing.
4. Small group and class activities should be organized to practice revising the writing with special emphases in wording, invention of details, use of support information, organization when promoting ideas, tone, completeness, and expressiveness.
5. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.
6. Initially, writing should be based on student interest and experiences.
7. The primary traits should be systematically taught in relation to the four purposes of writing.
8. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
9. Traits should be taught in relation to the whole piece of writing, not in isolation.
10. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Hawaii District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feelings	0.0%	46.1%	40.0%	13.8%	.0%	0.0%
2. Giving Information	1.6%	34.3%	45.3%	17.2%	1.6%	0.0%
3. Promoting Ideas	6.1%	33.3%	43.8%	16.7%	.0%	0.0%
4. Entertaining	3.1%	24.6%	43.1%	23.1%	.0%	6.2%
AVERAGE	2.7%	34.6%	43.0%	17.7%	.4%	1.6%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feelings	46.1%	86.1%
2. Giving Information	35.9%	79.6%
3. Promoting Ideas	39.4%	77.1%
4. Entertaining	27.7%	67.7%
AVERAGE	37.3%	77.6%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in expressing feelings, objective 1, (as indicated by the combined scores of "excellent" and "good") and poorest in entertaining, objective 4.

- 6.2% of the papers were not written on the assigned topic or deviated from the directions ("X" scores); all of these papers were for entertaining, objective 4.

- The largest percentage of papers (43.0%) was rated "fair." This large number is similar to those for grades 4 and 8.

- 1.6% of the papers were illegible or incomprehensible for giving information. This is the only grade (and objective) for which papers were rated "0."

- There is a marked improvement from grades 8 to 11 in expressing feeling (17.6% to 46.1%) when scores of "excellent" and "good" are combined. The improvement for promoting ideas (28.8% to 39.4%) is also good. But scores for the other two objectives show a slight decrease.

- Slightly less than a fifth (17.7%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.7%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (77.6%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writng is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
P: Expressiveness	1.5%	44.6%	41.5%	12.3%
S: Syntax	0.0%	52.3%	35.3%	12.3%
T: PC & C	0.0%	64.6%	27.6%	7.6%
OBJECTIVE #2				
P: Organization	12.7%	49.2%	28.6%	9.5%
P: Completeness/ Relevance	3.2%	31.7%	42.9%	22.2%
T: Spelling	23.8%	50.8%	20.6%	4.8%
OBJECTIVE #3				
P: Clearly Stated Position	19.7%	51.5%	22.7%	6.1%
P: Tone	7.6%	31.8%	37.9%	22.7%
P: Organization	7.6%	31.8%	37.9%	22.7%
P: Use of Supporting Information	6.1%	31.8%	37.9%	24.2%
	Audience*			
	Yes	No	?	
	7.6%	9.1%	83.3%	
OBJECTIVE #4				
P: Invention of Structure	3.3%	36.1%	39.3%	21.3%
P: Invention of Details	4.9%	27.9%	45.9%	21.3%
P: Wording	1.6%	41.5%	36.5%	14.9%
AVERAGE	7.1%	41.5%	36.5%	14.9%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The highest trait scores were in spelling, clearly stated position, punctuation, organization based on chronological order, syntax, and tone. The remaining traits were scored low, which follows the trend of the previous two grades. Evidently, the primary traits are not systematically taught or practiced.
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (69.2%), followed by the secondary (52.3%) and the primary 43.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 3 (41.5%). This indicates that the level of attainment of the traits was "good," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).
- Students scored lowest on wording. Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Ranking of Traits and Percentage of Papers for Primary, Secondary and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	74.6%			74.6%
2. Clearly Stated Position	71.2%	71.2%		
3. PC & C	64.6%			64.6%
4. Organization (obj. #2)	61.9%	61.9%		
5. Syntax	52.3%		52.3%	
6. Tone	50.0%	50.0%		
7. Expressiveness	46.1%	46.1%		
8. Organization (obj. #3)	39.4%	39.4%		
9. Invention of Structure	39.4%	39.4%		
10. Use of Supporting Information	37.9%	37.9%		
11. Completeness/ Relevance	34.9%	34.9%		
12. Invention of Details	32.8%	32.8%		
13. Wording	26.2%	26.2%		
AVERAGE		43.9%	52.3%	69.2%

Instructional Implications

1. The four purposes of writing should be continued to be taught in meaningful situations, i.e., in all subjects where writing is required.
2. Every assignment should be clearly directed to an audience for specific purposes.
3. As much time and effort should be spent on preparing to write and evaluative feedback as on the writing of the assignment.
4. The process of writing should be systematically taught, including pre-writing, writing, revising, rewriting, and editing.
5. Much practice should be provided students in the assessed weaknesses, especially planning the structure and organization, selecting the relevant details, using appropriate words, and developing coherence by maintaining details, using appropriate words, and developing coherence by maintaining a consistent tone and cohesiveness through appropriate transitions. Perhaps like "Sustained Silent Reading," schools should install "Sustained Silent Writing" (SSW).
6. Especially in the upper grades, thinking through the writing assignment should be done in pre-writing exercises before every assignment.

IV. HONOLULU DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Honolulu District Holistic and Trait Scores

GRADE FOUR
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	0.0%	10.1%	51.9%	34.2%	0.0%	3.8%
2. Giving Information	6.3%	31.6%	53.2%	8.9%	0.0%	0.0%
3. Promoting Ideas	1.3%	8.9%	60.8%	26.6%	1.3%	1.3%
4. Entertaining	0.0%	16.5%	48.1%	27.8%	0.0%	7.6%
AVERAGE	1.9%	16.8%	53.5%	24.4%	.3%	3.2%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	10.1%	62.0%
2. Giving Information	37.9%	84.8%
3. Promoting Ideas	10.2%	69.7%
4. Entertaining	16.5%	64.6%
AVERAGE	18.7%	70.3%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.

- Only one out of 814 papers was unscorable (rating 0) because it was illegible or incomprehensible or contained little or no writing.

- 3.2% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These were papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (53.5%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (53.5%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fourth (24.4%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (1.9%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (70.3%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students were able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	0.0%	13.2%	60.5%	26.3%
S: Syntax	2.6%	27.6%	63.2%	6.6%
T: PC & C	6.6%	38.2%	43.4%	11.8%
OBJECTIVE #2				
P: Organization	13.9%	49.4%	34.2%	2.5%
P: Completeness/ Relevance	11.4%	30.4%	50.6%	7.6%
T: Spelling	40.5%	41.8%	15.2%	2.5%
OBJECTIVE #3				
P: Clearly Stated Position	3.9%	31.2%	50.6%	14.3%
P: Tone	1.3%	10.4%	77.9%	10.4%
P: Organization	0.0%	10.4%	75.3%	14.3%
P: Use of Supporting Information	0.0%	10.0%	67.5%	22.1%
	Audience*			
	Yes	No	?	
	72.7%	27.3%	0	
OBJECTIVE #4				
P: Invention of Structure	2.7%	28.9%	49.3%	19.2%
P: Invention of Details	1.4%	13.7%	63.0%	21.9%
P: Wording	1.4%	12.3%	69.9%	16.4%
AVERAGE	6.6%	24.5%	55.4%	13.5%

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (82.3%), followed by organization based on chronological order (63.3%, scored for objective 2). The traits with the smallest number of 4 and 3 scores were organization based on logical order (10.4%, scored for objective 3) and use of supporting information (10.0%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (63.6%), followed by the secondary (30.2%) and primary (22.7%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentages for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (55.4%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfere with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 31.1% (as compared with the 18.7% rated 4 and 3 holistically).

- 72.7% of the papers specifically addressed the given audience in promoting ideas, but 27.3% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

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*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	82.3%			82.3%
2. Organization (Obj. #2)	63.3%	63.3%		
3. PC & C	44.8%			44.8%
4. Completeness/ Relevance	41.8%	41.8%		
5. Clearly Stated Position	35.1%	35.1%		
6. Invention of Structure	31.6%	31.6%		
7. Syntax	30.2%		30.2%	
8. Invention of Details	15.1%	15.1%		
9. Wording	13.7%	13.7%		
10. Expressiveness	13.2%	13.2%		
11. Tone	11.7%	11.7%		
12. Organization (Obj. #3)	10.4%	10.4%		
13. Use of Supportin Info	10.4%	10.4%		
AVERAGE		24.6%	30.2%	63.6%

- Students scored lowest both on organization, objective 3, and use of supporting information. Because both traits were related to promoting ideas, objective 3, the low scores may indicate that students lacked experiences in (1) organizing information in a logical order; (2) in selecting details that were relevant and convincing and (3) in writing for a specific audience.

- A comparison of trait and holistic scores indicates that trait scores on the whole were better than holistic scores. This finding supports an earlier conclusion that instructional emphasis was greater on traits than on complete discourse.

Instructional Implications

1. Students should continue to write for all four objectives in meaningful situations.
2. Writing activities should capitalize on the interests and experiences of students.
3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.
4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.
5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.
6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:
    a. Using words that are vivid, precise, and appropriate.
    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.
    c. Planning papers based on logical order.
    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).
10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Honolulu District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	5.3%	26.7%	52.0%	13.3%	0.0%	2.7%
2. Giving Information	1.4%	21.4%	51.4%	25.7%	0.0%	0.0%
3. Promoting Ideas	0.0%	32.8%	50.0%	14.1%	0.0%	3.1%
4. Entertaining	1.5%	33.3%	50.0%	13.6%	0.0%	1.5%
AVERAGE	2.0%	28.5%	50.8%	16.7%	0.0%	1.8%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	32.0%	78.7%
2. Giving Information	22.8%	72.8%
3. Promoting Ideas	32.8%	82.8%
4. Entertaining	34.8%	83.3%
AVERAGE	30.6%	79.4%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in entertaining, objective 4 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2; however, the scores for all four objectives were not significantly different. This may indicate that, by the eighth grade, students have been given practice in writing for all four purposes.

- Scores for the eighth graders for objective 2, providing information, were lower than those for fourth graders. This is most probably due to the weaknesses of the assessment item itself. Scorers all agreed that the information provided students was not sufficient; moreover, students in the eighth grade are not very familiar with driving and thus were unable to describe an accident clearly.

- There was no paper that was unscorable (rating 0) because of illegibility or incomprehensibility or because it contained little or no writing.

- 1.8% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These were papers rated X. They were scored, however, for individual traits.) Promoting ideas, objective 3, received the most X scores.

- The largest number of papers (50.8%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth-grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 18.7% (grade 4) to 30.6% (grade 8).

- Moreover, fewer papers (16.7%) were rated "poor" as compared with the fourth grade (24.7%), indicating that students were improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (2.0%) of the papers was rated 4, "excellent." This was due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (79.4%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students were able to communicate at least some of their ideas in writing. The scores observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OJECTIVE #1				
P: Expressiveness	5.5%	35.6%	52.1%	6.8%
S: Syntax	5.5%	43.8%	35.6%	15.1%
T: PC & C	6.8%	41.7%	37.0%	15.1%
OBJECTIVE #2				
P: Organization	24.3%	48.6%	18.6%	8.6%
P: Completeness/ Relevance	4.3%	18.6%	52.9%	24.3%
T: Spelling	48.6%	38.6%	10.0%	2.9%
OBJECTIVE #3				
P: Clearly Stated Position	4.8%	53.2%	32.3%	9.7%
P: Tone	6.5%	21.0%	59.7%	12.9%
P: Organization	4.8%	21.0%	59.7%	14.5%
P: Use of Supporting Information	3.2%	24.2%	56.5%	16.1%
	Audience*			
	Yes	No	?	
	17.7%	82.3%	0	
OBJECTIVE #4				
P: Invention of Structure	10.8%	41.5%	38.5%	9.2%
P: Invention of Details	9.2%	32.3%	47.7%	10.8%
P: Wording	1.5%	21.5%	61.5%	15.4%
AVERAGE	10.4%	33.9%	43.2%	12.4%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (83.3%), followed by organization based on chronological order (63.3% scored for objective 2). The trait with the smallest number of 4 and 3 scores was use of supporting information (10.4%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (64.1%), followed by the secondary (30.2%) and primary (24.6%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (43.2%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 44.3% (as compared with the 30.7% rated 4 and 3 holistically).

- 17.7% of the papers specifically addressed the given audience in promoting ideas, but 82.3% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to the data obtained from teachers about current practices in writing instruction, which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	87.2%			87.2%
2. Organization (Obj. #2)	72.9%	72.9%		
3. Clearly Stated Position	58.0%	58.0%		
4. Invention of Structure	52.3%	52.3%		
5. Syntax	49.3%		49.3%	
6. PC&C	47.9%			47.9%
7. Invention of Details	41.5%	41.5%		
8. Expressiveness	41.1%	41.1%		
9. Tone	27.5%	27.5%		
10. Use of Supporting Information	27.4%	27.4%		
11. Organization (Obj. #3)	25.8%	25.8%		
12. Wording	23.0%	23.0%		
13. Completeness/ Relevance	22.9%	22.9%		
AVERAGE		39.2%	49.3%	67.5%

- Students scored lowest on completeness and relevance, followed very closely by wording.

Instructional Implications

1. Students should continue to write for all four objectives in meaningful situations.
2. Writing activities should capitalize on the interests and experiences of students.
3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.
4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.
5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.
6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:
    a. Using words that are vivid, precise, and appropriate.
    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.
    c. Planning papers based on logical order.
    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper; not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).
10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Honolulu District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	1.6%	48.3%	41.6%	6.6%	0.0%	1.6%
2. Giving Information	1.9%	33.3%	40.7%	22.2%	0.0%	1.9%
3. Promoting Ideas	6.2%	37.5%	43.8%	12.5%	0.0%	0.0%
4. Entertaining	1.6%	39.3%	36.1%	16.4%	0.0%	6.6%
AVERAGE	2.8%	39.6%	40.6%	14.4%	0.0%	2.5%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	49.9%	89.9%
2. Giving Information	35.2%	74.0%
3. Promoting Ideas	43.7%	81.3%
4. Entertaining	40.9%	75.4%
AVERAGE	42.4%	80.1%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in expressing feelings, objective 1 (as indicated by the combined scores of "excellent" and "good"), and the poorest in giving information, objective 2. One reason for the relatively high scores on objective 1 may be that the item was one that the students could easily relate to because of the familiarity of the topic.
- Although students performed best in expressing feelings, the score (49.9%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.
- There was no paper that was unscorable (rating 0) because of illegibility or incomprehensibility or because it contained little or no writing.
- 1.8% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These were papers rated X. They were scored, however, for individual traits.) Promoting ideas, objective 3, received the most X scores.
- The largest number of papers (40.6%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which

detracted from the effectiveness of the writing. The fact that a large percentage of papers (40.6%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fifth (15.4%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.8%) of the papers was rated 4, "excellent." This was due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (80.1%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students were able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Ratings

	Ratings			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	5.0%	44.0%	47.4%	3.3%
S: Syntax	5.0%	47.4%	40.6%	6.7%
T: PC & C	8.4%	59.3%	27.1%	5.0%
OBJECTIVE #2				
P: Organization	17.0%	43.4%	30.2%	9.4%
P: Completeness/ Relevance	3.8%	37.7%	41.5%	17.0%
T: Spelling	34.0%	49.1%	17.0%	0.0%
OBJECTIVE #3				
P: Clearly Stated Position	6.2%	47.9%	37.5%	8.3%
P: Tone	4.2%	37.5%	54.2%	4.2%
P: Organization	6.2%	33.3%	45.8%	14.6%
P: Use of Supporting Information	4.2%	27.1%	52.1%	16.7%
	Audience*			
	Yes	No	?	
	6.2%	8.3%	85.4%	
OBJECTIVE #4				
P: Invention of Structure	3.5%	52.6%	24.6%	19.3%
P: Invention of Details	5.3%	36.8%	43.8%	14.0%
P: Wording	3.5%	26.3%	54.4%	15.8%
AVERAGE	8.2%	41.7%	39.7%	10.3%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (83.1%), followed by punctuation, capitalization and conventions (67.7%). The trait with the smallest number of 4 and 3 scores was wording (29.8%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (75.4%), followed by the secondary (52.4%) and primary (44.6%) traits. The relatively better performance on tertiary traits indicate the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (55.4%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that, although trait scores were better than holistic scores, the difference was not very great (44.3% holistic and 32.4% traits).

- 6.2% of the papers specifically addressed the given audience in promoting ideas, but 8.3% failed to do so. Scorers were unable to determine whether papers addressed an audience for 85.4% of the papers; these papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	83.1%			83.1%
2. PC & C	67.7%			67.7%
3. Organization (Obj. #2)	60.4%	60.4%		
4. Invention of Structure	56.1%	56.1%		
5. Clearly Stated Position	54.1%	54.1%		
6. Syntax	52.4%		52.4%	
7. Expression	49.0%	49.0%		
8. Invention of Details	42.1%	42.1%		
9. Tone	41.7%	41.7%		
10. Completeness/ Relevance	41.5%	41.5%		
11. Organization (Obj. #3)	39.5%	39.5%		
12. Use of Supporting Data	31.3%	31.3%		
13. Wording	29.8%	29.8%		
AVERAGE		44.6%	52.4%	75.4%

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).
- Students scored lowest on wording (29.8%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.

2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.

3. All four purposes should be taught in meaningful situations.

4. Primary traits should be emphasized in relation to each of the four purposes of writing.

5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.

6. Traits should be taught in relation to the total discourse, not in isolation.

7. Emphasis should be placed on instruction in those traits in which students were found to be weakest: wording, use of supporting information, completeness and relevance, organization (objective #3), and invention of details.

V. KAUAI DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Kauai District Holistic and Trait Scores

GRADE FOUR

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	5.8%	4.3%	46.4%	31.9%	1.4%	10.1%
2. Giving Information	1.4%	18.8%	59.4%	10.1%	1.4%	8.7%
3. Promoting Ideas	0.0%	11.8%	67.6%	14.7%	0.0%	5.9%
4. Entertaining	0.0%	11.9%	46.3%	26.9%	0.0%	14.9%
AVERAGE	1.8%	11.7%	54.9%	20.9%	.7%	9.9%

Percentage of Scores When Combined

Objectives	Combined 4 abd 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	10.1%	50.7%
2. Giving Information	20.2%	78.2%
3. Promoting Ideas	11.8%	79.4%
4. Entertaining	11.9%	58.2%
AVERAGE	13.5%	66.63%

*Ratings: 4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in promoting ideas, objective 3. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; (4) the Hawaii English Program (HEP) includes practice in giving directions.

- There were few papers that were unscorable (rating 0) because they were illegible for incomprehensible or contained little or no writing. The total number of 0 papers was two (out of 788 papers), or .7%.

- 9.9% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	6.6%	8.2%	59.0%	26.2%
S: Syntax	3.3%	29.5%	60.7%	6.6%
T: PC & C	13.1%	31.1%	49.2%	6.6%
OBJECTIVE #2				
P: Organization	1.6%	58.1%	35.5%	4.8%
P: Completeness/ Relevance	1.6%	32.2%	56.4%	9.7%
T: Spelling	37.1%	45.2%	14.5%	3.2%
OBJECTIVE #3				
P: Clearly Stated Position	3.1%	43.8%	40.6%	12.5%
P: Tone	0.0%	12.5%	70.3%	17.2%
P: Organization	0.0%	18.8%	67.2%	14.1%
P: Use of Supporting Information	0.0%	21.9%	54.7%	23.4%
	Audience*			
	Yes	No	?	
	79.7%	20.3%	0.0%	
OBJECTIVE #4				
P: Invention of Structure	0.0%	21.1%	61.4%	17.5%
P: Invention of Details	5.3%	10.5%	63.2%	21.1%
P: Wording	0.0%	8.8%	63.2%	28.1%
AVERAGE	5.5%	26.3%	53.5%	13.6%

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (82.3%), followed by organization based on chronological order (59.7%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (8.8%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (63.3%), followed by the secondary (32.8%) and primary (25.4%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (53.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 3 and 4 ratings on traits were combined, the percentages of papers totaled 31.8 (as compared with the 13.5% rated 3 and 4 holistically).

- 79.7% of the papers specifically addressed the given audience in promoting ideas, but 20.3% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

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*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4	Primary	Secondary	Tertiary
1. Spelling	82.3%			82.3%
2. Organization (obj. #2)	59.7%	59.7%		
3. Clearly Stated Position	46.9%	46.9%		
4. PC & C	44.2%			44.2%
5. Completeness/ Relevance	33.8%	33.8%		
6. Syntax	32.8%		32.8%	
7. Use of Supporting Information	21.9%	21.9%		
8. Invention of Structure	21.9%	21.1%		
9. Organization (obj. #3)	18.8%	18.8%		
10. Invention of Details	15.8%	15.8%		
11. Expressiveness	14.8%	14.8%		
12. Tone	12.5%	12.5%		
13. Wording	8.8%	8.8%		
AVERAGE	31.9%	25.4%	32.8%	63.3%

- Students scored lowest on wording (8.8%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 32.8% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Students should continue to write for all four objectives in meaningful situations.
2. Writing activities should capitalize on the interests and experiences of students.
3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.
4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.
5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.
6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:
    a. Using words that are vivid, precise, and appropriate.
    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.
    c. Planning papers based on logical order.
    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).
10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Kauai District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	1.4%	34.3%	45.7%	12.9%	.0%	5.7%
2. Giving Information	1.5%	17.9%	40.3%	37.3%	.0%	3.0%
3. Promoting Ideas	2.9%	21.7%	46.4%	26.1%	.0%	2.9%
4. Entertaining	7.1%	14.3%	55.7%	18.6%	.0%	4.3%
AVERAGE	3.2%	22.1%	47.0%	23.7%	.0%	4.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	35.7%	80.0%
2. Giving Information	19.4%	58.2%
3. Promoting Ideas	24.6%	68.1%
4. Entertaining	21.4%	70.0%
AVERAGE	25.3%	69.1%

*Ratings: 4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

- Students performed best in expressing feeling, objective 1 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2; however, the scores for all four objectives were not significantly different. This may indicate that by the eighth grade students have been given practice in writing for all four purposes.

- Scores for the eighth graders for objective 2, giving information, were lower than those for fourth graders. This is most probably due to the weaknesses of the assessment item itself. Scorers all agreed that the information provided was not sufficient; moreover, students in the eighth grade are not very familiar with driving and thus were unable to describe an accident clearly.

- There were no papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of papers scored for grade eight was 276.

- Approximately 4.0% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Expressing feelings, objective 1, received the most X scores.

- The largest number of papers (47.0%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (47%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fourth (28.7%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (3.2%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (69.1%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Ratings			
	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	4.5%	39.4%	51.5%	4.5%
S: Syntax	7.6%	27.3%	48.5%	16.7%
T: PC & C	3.0%	47.0%	31.8%	18.2%
OBJECTIVE #2				
P: Organization	15.4%	53.8%	23.1%	7.7%
P: Completeness/ Relevance	1.5%	15.4%	50.8%	32.3%
T: Spelling	38.5%	35.4%	16.9%	9.2%
OBJECTIVE #3				
P: Clearly Stated Position	7.5%	46.3%	38.8%	7.5%
P: Tone	7.5%	13.4%	68.7%	10.4%
P: Organization	4.5%	28.4%	41.8%	25.4%
P: Use of Supporting Information	1.5%	13.7%	46.3%	38.8%
	Audience*			
	Yes	No	?	
	19.4%	80.6%	0%	
OBJECTIVE #4				
P: Invention of Structure	10.4%	38.8%	37.3%	13.4%
P: Invention of Details	4.5%	20.9%	55.2%	19.4%
P: Wording	1.5%	11.9%	73.1%	13.4%
AVERAGE	8.3%	30.1%	44.9%	16.7%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (73.9%), followed by organization based on chronological order (69.2%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (13.4%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (62.6%), followed by the secondary (34.9%) and primary (34.0%) traits. The relatively better performance on tertiary traits indicate the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (44.9%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 3 and 4 ratings on traits were combined, the percentage of papers totaled 38.4 (as compared with the 25.3% rated 3 and 4 holistically).

- 19.4% of the papers specifically addressed the given audience in promoting ideas, but 80.6% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	73.9%			73.9%
2. Organization (obj. #2)	69.2%	69.2%		
3. Clearly Stated Position	53.8%	53.8%		
4. PC & C	50.0%			50.0%
5. Invention of Structure	49.2%	49.2%		
6. Expressiveness	43.9%	43.9%		
7. Syntax	34.9%		34.9%	
8. Invention of Details	32.9%	32.9%		
9. Organization (Obj. #3)	32.9%	32.9%		
10. Use of Supporting Information	25.4%	25.4%		
11. Tone	20.9%	20.9%		
12. Completeness/ Relevance	16.9%	16.9%		
13. Wording	13.4%	13.4%		
AVERAGE	39.8%	34.0%	34.9%	62.6%

- Students scored lowest on wording (13.4%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 34.9% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Writing instructions should provide for the development of creativity and use of imagination.
2. Students should be provided instruction in the use of vivid language and figures of speech.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.
4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units.
5. Form (report writing, paragraphing) should be taught.
6. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.
7. Initially, writing should be based on student interest and experiences.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
10. Traits should be taught in relation to the whole piece of writing, not in isolation.
11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory acitivities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Kauai District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORE

Results

Percentage of Scores for Each Rating

Objectives	4	3	2	1	0	X
1. Expressing Feelings	3.4%	36.2%	48.2%	12.0%	0.0%	0.0%
2. Giving Information	1.6%	17.5%	54.0%	27.0%	0.0%	0.0%
3. Promoting Ideas	0.0%	20.7%	62.1%	15.5%	0.0%	1.7%
4. Entertaining	3.3%	26.7%	60.0%	10.0%	0.0%	0.0%
AVERAGE	2.1%	25.3%	56.1%	16.1%	0.0%	0.4%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	39.6%	84.4%
2. Giving Information	19.1%	71.5%
3. Promoting Ideas	20.7%	82.8%
4. Entertaining	30.0%	86.7%
AVERAGE	26.4%	81.4%

*Ratings: 4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in expressing feelings, objective 1 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2. One reason for the relatively high scores on objective 1 may be that the item was one that the students could easily relate to because of the familiarity of the topic.

- Although students performed best in expressing feelings, the score (39.6%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.

- There were no papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing. The total number of papers scored for grade eleven was 239.

- Only .4% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Promoting ideas, objective 3, received the most X scores.

- The largest number of papers (56.1%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (56.1%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Less than a fourth (16.1%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.1%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (81.4%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Rating			
	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	6.8%	39.6%	46.5%	6.8%
S: Syntax	3.4%	46.5%	29.3%	20.6%
T: PC & C	3.4%	44.8%	34.4%	17.2%
OBJECTIVE #2				
P: Organization	15.9%	33.3%	38.1%	12.7%
P: Completeness/ Relevance	1.6%	19.0%	47.6%	31.7%
T: Spelling	28.6%	55.6%	11.1%	4.8%
OBJECTIVE #3				
P: Clearly Stated Position	7.0%	47.4%	38.6%	7.0%
P: Tone	3.5%	36.8%	54.4%	5.3%
P: Organization	0.0%	21.1%	59.6%	19.3%
P: Use of Supporting Information	0.0%	14.0%	66.7%	19.3%
	Audience*			
	Yes	No	?	
	21.9%	12.3%	65.8%	
OBJECTIVE #4				
P: Invention of Structure	5.0%	43.3%	43.3%	8.3%
P: Invention of Details	6.7%	31.7%	50.0%	11.7%
P: Wording	1.7%	25.0%	63.3%	10.0%
AVERAGE	6.4%	35.3%	44.8%	13.4%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (84.2), followed by use of supporting information (14.0%). The trait with the smallest number of 4 and 3 scores was wording (26.7%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in restoring to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (49.9%) and the primary (35.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (44.8%). This indicates that the level of attainment of the traits was "fair," although there were lapses wich interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 3 and 4 ratings on traits were combined, the percentage of papers totaled 41.7 (as compared with the 26.4% rated 3 and 4 holistically).

- 21.9% of the papers specifically addressed the given audience in promoting ideas, but 12.3% failed to do so. Scorers were unable to determine whether papers addressed an audience for 65.8% of the papers; these

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	84.2%			84.2%
2. Clearly Stated Position	54.4%	54.4%		
3. Syntax	49.9%		49.9%	
4. Organization (obj. #2)	49.2%	49.2%		
5. Invention of Structure	48.3%	48.3%		
6. PC & C	48.2%			48.2%
7. Expressiveness	46.4%	46.4%		
8. Tone	40.3%	40.3%		
9. Invention of Details	38.4%	38.4%		
10. Wording	26.7%	26.7%		
11. Organization (obj. #3)	21.0%	21.0%		
12. Completeness/ Relevance	20.6%	20.6%		
13. Use of Supporting Information	14.0%	14.0%		
AVERAGE	41.7%	35.9%	49.9%	66.2%

papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (requiring in promoting ideas).

- Students scored lowest on use of supporting information.

Instructional Implications

1. Continued emphasis should be given to writing for aim, and audience should be addressed.
2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.
3. All four purposes should be taught in meaningful situations.
4. Primary traits should be emphasized in relation to each of the four purposes of writing.
5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.
6. Traits should be taught in relation to the total discourse, not in isolation.
7. Emphasis should be placed on instruction on those traits in which the student were found to be weakest: wording, use of supporting information, completeness and relevance, organization (objective #3), and invention of details.

VI. LEEWARD DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Leeward District Holistic and Trait Scores

GRADE FOUR
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	1.2%	13.4%	56.1%	25.6%	0.0%	3.6%
2. Giving Information	5.1%	27.8%	39.2%	25.3%	0.0%	2.5%
3. Promoting Ideas	1.3%	7.7%	59.0%	25.6%	1.3%	5.1%
4. Entertaining	0.0%	15.6%	51.9%	27.3%	0.0%	5.2%
AVERAGE	1.9%	16.1%	51.6%	25.9%	0.3%	4.1%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	14.6%	69.5%
2. Giving Information	32.9%	67.0%
3. Promoting Ideas	9.0%	66.7%
4. Entertaining	15.6%	67.5%
AVERAGE	18.0%	67.7%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in promoting ideas, objective 3. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- 4.1% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored;

however, for individual traits.) Entertaining, objective 4, and promoting ideas, objective 3, received the most X scores (5.2% and 5.1%).

- The largest number of papers (51.6%) for all four objectives were given a rating of "fair" which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (51.6%) was rated "fair" (rating 2) may indicate that aim, in addition to audience, is not stressed sufficiently.

- Slightly more than a fourth (25.9%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing, (spelling, punctuation, and capitalization).

- A very small percentage (1.9%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (67.7%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.3%	21.5%	59.5%	17.7%
S: Syntax	1.3%	25.3%	60.8%	12.6%
T: PC & C	2.5%	34.2%	45.6%	17.7%
OBJECTIVE #2				
P: Organization	13.0%	41.6%	37.7%	7.8%
P: Completeness/ Relevance	7.3%	31.2%	42.5%	18.2%
T: Spelling	32.5%	40.2%	20.8%	6.5%
OBJECTIVE #3				
P: Clearly Stated Position	0.0%	31.5%	57.5%	11.0%
P: Tone	0.0%	8.2%	79.4%	12.3%
P: Organization	0.0%	12.3%	64.4%	23.3%
P: Use of Supporting Information	0.0%	12.3%	58.9%	28.8%
	Audience*			
	Yes	No	?	
	71.2%	28.0%	0.0%	
OBJECTIVE #4				
P: Invention of Structure	1.4%	27.4%	49.3%	21.9%
P: Invention of Details	1.4%	19.2%	54.8%	24.7%
P: Wording	0.0%	4.1%	71.2%	24.7%
AVERAGE	8.0%	23.0%	53.0%	16.0%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (72.7%), followed by organization based on chronological order (54.6%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (4.1%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (54.7%), followed by the secondary (26.6%) and primary (23.4%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (53.0%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 31 (as compared with the 18.0% rated 4 and 3 holistically).
- 71.2% of the papers specifically addressed the given audience in promoting ideas, but 28.0% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	72.7%			72.7%
2. Organization (obj. #2)	54.6%	54.6%		
3. Completeness/ Relevance	39.0%	39.0%		
4. PC&C	36.7%			36.7%
5. Clearly Stated Position	31.5%	28.8%		
6. Invention of Structure	28.8%	28.8%		
7. Syntax	26.6%		26.6%	
8. Expressiveness	22.8%	22.8%		
9. Invention of Details	20.7%	20.7%		
10. Use of Supporting Information	12.3%	12.3%		
11. Organization (obj. #3)	12.3%	12.3%		
12. Tone	8.2%	8.2%		
13. Wording	4.1%	4.1%		
AVERAGE	28.5%	23.4%	26.6%	54.7%

- Students scored lowest on wording (4.1%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of expreience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 26.6% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.

2. Writing activities should capitalize on the interests and experiences of students.

3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.

4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.

5. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.

6. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting, and editing.

7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:

    a. Using words that are vivid, precise, and appropriate.

    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.

    c. Planning papers based on logical order.

    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.

8. The primary traits should be systematically taught in relation to the four purposes of writing, audience and to the total effect of the paper, not in isolation.

9. Evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).

10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Leeward District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feelings	4.1%	32.9%	52.1%	11.1%	0.0%	0.0%
2. Giving Information	4.4%	29.4%	47.1%	19.1%	0.0%	0.0%
3. Promoting Ideas	5.6%	28.2%	50.7%	15.5%	0.0%	0.0%
4. Entertaining	2.6%	34.2%	51.3%	10.5%	0.0%	1.3%
AVERAGE	4.1%	31.1%	50.3%	14.0%	0.0%	0.3%

Percentage of Scores When Combined

	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	37.0%	85.0%
2. Giving Information	33.8%	76.5%
3. Promoting Ideas	33.8%	78.9%
4. Entertaining	36.8%	85.5%
AVERAGE	35.4%	81.5%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in expressing feelings, objective 1 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2, and promoting ideas, objective 3; however, the scores for all four objectives were not significantly different. This may indicate that by the eighth grade, students have been given practice in writing for all four purposes.

- Scores for the eighth graders for all four objectives were higher than those for fourth graders. This is most probably due to greater instructional emphasis on writing during the intermediate grades.

- None of the papers were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- A little over one per cent (1.3%) of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the only X scores.

- The largest number of papers (50.3%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 18.0% (grade 4) to 35.4% (grade 8).

- Moreover, fewer papers (14.0%) were rated "poor" as compared with the fourth grade (25.9%), indicating that students are improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (4.1%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (81.5%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instance, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	5.5%	48.8%	45.2%	5.5%
S: Syntax	6.8%	39.7%	42.5%	11.0%
T: PC&C	8.2%	38.4%	39.7%	13.7%
OBJECTIVE #2				
P: Organization	25.0%	33.8%	35.8%	5.9%
P: Completeness/ Relevance	8.8%	29.4%	42.6%	19.1%
T: Spelling	55.9%	30.9%	8.8%	4.4%
OBJECTIVE #3				
P: Clearly Stated Position	11.3%	50.7%	32.4%	5.6%
P: Tone	7.0%	22.5%	64.8%	5.6%
P: Organization	11.3%	19.7%	59.2%	9.9%
P: Use of Supporting Information	1.4%	28.2%	47.9%	22.5%
	Audience*			
	Yes	No	?	
	23.9%	76.1%	0	
OBJECTIVE #4				
P: Invention of Structure	12.0%	46.7%	41.3%	0.0%
P: Invention of Details	4.0%	37.3%	53.3%	5.3%
P: Wording	4.0%	17.3%	73.3%	9.0%
AVERAGE	11.0%	34.0%	46.0%	9.0%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (86.8%), followed by clearly stated position (62.0%) and organization based on chronological order (58.8%, scored for objective 3). The trait with the smallest number of 4 and 3 scores was wording (21.3%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (66.7%), followed by the secondary (46.5%) and primary (41.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (46.0%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 45 (as compared with the 35.4% rated 4 and 3 holistically).

- 23.9% of the papers specifically addressed the given audience in promoting ideas, but 76.1% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to the data obtained from teachers about current practices in writing instruction, which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	86.8%			86.8%
2. Clearly Stated Position	62.0%	62.0%		
3. Organization (objective #2)	58.8%	58.8%		
4. Invention of Structure	58.7%	58.7%		
5. Expressiveness	49.3%	49.3%		
6. PC&C	46.6%			64.6%
7. Syntax	46.5%		46.5%	
8. Invention of Details	41.3%	41.3%		
9. Completeness/ Relevance	38.2%	38.2%		
10. Organization (objective #3)	31.0%	31.0%		
11. Use of Supporting Information	29.6%	29.6%		
12. Tone	29.5%	29.5%		
13. Wording	21.3%	21.3%		
AVERAGE	46.1%	41.9%	46.5%	66.7%

- Students scored lowest on wording (21.3%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Writing instruction should provide for the development of creativity and use of imagination.

2. Students should be provided instruction in the use of vivid language and figures of speech.

3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting and editing.

4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units, to provide opportunities for giving information as an objective.

5. Form (report, essays, letters, short stories, and poems) should be taught.

6. Writing for the purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.

7. Initially, writing should be based on student interest and experiences.

8. The primary traits should be systematically taught in relation to the four purposes of writing.

9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.

10. Traits should be taught in relation to the whole piece of writing, not in isolation.

11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Leeward District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feelings	0.0%	37.7%	45.9%	16.3%	0.0%	0.0%
2. Giving Information	0.0%	30.4%	44.6%	23.2%	1.8%	0.0%
3. Promoting Ideas	1.6%	19.0%	54.0%	25.0%	0.0%	0.0%
4. Entertaining	3.3%	21.7%	56.7%	18.3%	0.0%	0.0%
AVERAGE	1.2%	27.2%	52.3%	20.7%	0.5%	0.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	37.7%	83.6%
2. Giving Information	30.4%	75.0%
3. Promoting Ideas	18.6%	73.0%
4. Entertaining	25.0%	78.4%
AVERAGE	27.9%	77.5%

* Ratings: 4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied, indicating that all four objectives are not consistently taught.

- Students performed best in expressing feelings, objective 1 (as indicated by the combined scores of "excellent" and "good"), and poorest in promoting ideas, objective 3. One reason for the relatively high scores on objective 1 may be that the item was one that the students could easily relate to because of the familiarity of the topic.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- There were no papers that were unscorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided (rating X).

- The largest number of papers (50.3%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (50.3%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fifth (20.7%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite languages, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (1.2%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (77.5%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.6%	42.6%	40.9%	14.7%
S: Syntax	1.6%	32.7%	40.9%	24.5%
T: PC¢C	1.6%	32.7%	44.7%	21.3%
OBJECTIVE #2				
P: Organization	14.5%	41.8%	30.9%	12.7%
P: Completeness/ Relevance	1.8%	34.5%	41.8%	21.8%
T: Spelling	27.3%	50.9%	10.9%	10.9%
OBJECTIVE #3				
P: Clearly Stated Position	6.3%	41.3%	46.0%	6.3%
P: Tone	1.6%	17.5%	71.4%	9.5%
P: Organization	4.8%	19.0%	47.6%	28.6%
P: Use of Supporting Information	1.6%	12.7%	32.4%	33.3%
	Audience*			
	Yes	No	?	
	17.5%	14.1%	71.4%	
OBJECTIVE #4				
P: Invention of Structure	5.0%	30.0%	48.3%	16.7%
P: Invention of Details	0.0%	21.7%	56.7%	21.7%
P: Wording	0.0%	15.0%	71.7%	13.3%
AVERAGE	5.2%	30.2%	46.5%	17.7%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (78.2%), followed by organization based on chronological order (56.2%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (14.3%). The high scores on spelling indicate the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (56.2%), followed by the secondary (34.3%) and the primary (31.3%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (46.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were somewhat higher than holistic scores. When the average percentages of the 4 and 3 scores on traits were combined, the percentage of papers totaled 33.4% (as compared with the 27.9% rated 4 and 3 holistically).

- 17.5% of the papers specifically addressed the given audience in promoting ideas, but 14.1% failed to do so. Scorers were unable to determine whether papers

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	78.3%			78.3%
2. Organization (objective 2	56.2%	56.2%		
3. Clearly Stated Position	47.6%	47.6%		
4. Expressivenss	44.2%	44.2%		
5. Completeness/ Relevance	36.3%	36.3%		
6. Invention of Structure	35.0%	35.0%		
7. Syntax	34.3%		34.3%	
8. PC&C	34.3%			34.3%
9. Organization (objective 3)	23.8%	23.8%		
10. Invention of Details	21.7%	21.7%		
11. Tone	19.1%	19.1%		
12. Wording	15.0%	15.0%		
13. Use of Supporting Information	14.3%	14.3%		
AVERAGE	35.4%	31.3%	34.3%	56.2%

addressed an audience for 71.4% of the papers; these papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

- Students scored lowest on use of supporting information (14.3%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.

2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.

3. All four purposes should be taught in meaningful situations.

4. Primary traits should be emphasized in relation to each of the four purposes of writing.

5. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.

6. Traits should be taught in relation to the total discourse, not in isolation.

7. Emphasis should be placed on instruction in those traits in which the students were found to be weakest: use of supporting information, wording, tone, invention of details, and organization (objective 3).

VII. MAUI DISTRICT

Results, Analysis and Interpretation, and Instructional Implications f Maui District Holistic and Trait Scores

GRADE FOUR

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feeling	0.0%	8.1%	48.6%	39.2%	0.0%	4.1%
2. Giving Information	8.1%	21.6%	52.7%	10.8%	0.0%	6.8%
3. Promoting Ideas	0.0%	20.0%	56.0%	21.3%	0.0%	2.7%
4. Entertaining	0.0%	14.5%	50.0%	25.0%	0.0%	10.5%
AVERAGE	2.0%	16.1%	51.8%	24.1%	0.0%	6.1%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	8.1%	56.7%
2. Giving Information	29.7%	74.3%
3. Promoting Ideas	20.0%	76.0%
4. Entertaining	14.5%	64.5%
AVERAGE	18.1%	67.9%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.

- Of 299 papers, there were no unscorable (rating 0) papers because they were illegible or incomprehensible or contained little or no writing.

- 6.1% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (51.8%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problem which detracted from the effectiveness of the writing. The fact that a large percentage of papers (51.8%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fourth (24.1%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.0%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (67.8%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Ratings			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	0.0%	14.1%	60.6%	25.4%
S: Syntax	2.8%	21.1%	57.7%	18.3%
T: PC & C	2.8%	33.8%	47.9%	15.5%
OBJECTIVE #2				
P: Organization	17.4%	39.1%	40.6%	2.9%
P: Completeness/ Relevance	4.3%	33.3%	49.3%	13.0%
T: Spelling	29.0%	36.2%	30.4%	4.3%
OBJECTIVE #3				
P: Clearly Stated Position	0.0%	41.1%	43.8%	15.1%
P: Tone	0.0%	15.1%	72.6%	12.3%
P: Organization	1.4%	15.1%	74.0%	9.6%
P: Use of Supporting Information	2.7%	12.3%	63.0%	21.9%
	Audience*			
	Yes 72.6%	No 27.4%	? 0.0%	
OBJECTIVE #4				
P: Invention of Structure	1.5%	23.5%	57.4%	17.6%
P: Invention of Details	1.5%	14.7%	66.2%	17.6%
P; Wording	0.0%	4.4%	83.8%	11.8%
AVERAGE	4.9%	23.4%	57.5%	14.2%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was spelling (75.2%), followed by organization based on chronological order (56.5%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (4.4%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (50.9%), followed by the primary (24.2%) and secondary (23.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (57.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 28.3% (as compared with the 18.1% rated 4 and 3 holistically).

- 72.6% of the papers specifically addressed the given audience in promoting ideas, but 21.4% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	65.2%			65.2%
2. Organization (obj. #2)	56.5%	56.5%		
3. Clearly Stated Position	41.1%	41.1%		
4. Completeness/ Relevance	37.6%	37.6%		
5. PC & C	36.6%			36.6%
6. Invention of Structure	25.0%	25.0%		
7. Syntax	23.9%		23.9%	
8. Organization (obj. #3)	16.5%	16.5%		
9. Invention of Details	16.2%	16.2%		
10. Tone	15.1%	15.1%		
11. Use of Supporting Information	15.0%	15.0%		
12. Expressiveness	14.1%	14.1%		
13. Wording	4.4%	4.4%		
AVERAGE	28.3%	24.2%	23.9%	50.9%

- Students scored lowest on wording (4.4%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.
- Students were relatively weak in syntax; only 23.9% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.
2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.
3. All four purposes should be taught in meaningful situations.
4. Primary traits should be emphasized in relation to each of the four purposes of writing.
5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.
6. Traits should be taught in relation to the total discourse, not in isolation.
7. Emphasis should be placed on instruction in those traits in which the students were found to be weakest: wording, use of supporting information, completeness and relevance, organization (objective #3), and invention of details.

Results, Analysis and Interpretation and Instructional Implications of Maui District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1	0	X
1. Expressing Feelings	1.3%	28.9%	51.3%	13.2%	.0%	5.3%
2. Giving Information	8.0%	22.7%	50.7%	18.7%	.0%	.0%
3. Promoting Ideas	1.4%	12.2%	64.9%	18.9%	.0%	2.7%
4. Entertaining	.0%	32.9%	53.4%	12.3%	.0%	1.4%
AVERAGE	2.7%	24.2%	55.1%	15.8%	.0%	2.3%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	30.2%	80.2%
2. Giving Information	30.7%	73.4%
3. Promoting Ideas	13.6%	77.1%
4. Entertaining	32.9%	79.3%
AVERAGE	26.9%	79.3%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not scorable (holistically as well as for traits)
X: Not scorable (holistically)

Analysis and Interpretation

- Student performed best in entertaining, objective 4 (as indicated by the combined scores of "excellent" and "good"), and poorest in promoting ideas, objective 3. The scores for objectives 1, 2, and 4 were very similar; the scores for objective 3 were significantly lower.

- Scores for the eighth graders for objective 3, promoting ideas, were lower than those for the fourth graders. Students were able to take a position, but they did not give adequate and specific evidence to support their stand and, therefore, were not completely convincing.

- Of 298 papers, there were no unscorable (rating 0) papers because they were illegible or incomprehensible or contained little or no writing.

- Only 2.3% of the papers--a percentage much lower than that of the fourth graders--were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Expressing feelings, objective 1, received the most X scores.

- The largest number of papers (55.1%) for all four objectives were given a rating of "fair," which indicated that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth-grade scores, the percentage of upper scores (4 and 3) for the eighth grade increased from 18.1% (grade 4) to 26.9% (grade 8).

- Moreover, fewer papers (15.8%) were rated "poor" as compared with the fourth grade (24.1%), indicating that students are improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (2.7%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (79.3%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no 0 papers also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings* 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	2.8%	27.8%	62.5%	6.9%
S: Syntax	4.2%	47.2%	43.1%	5.6%
T: PC & C	8.3%	41.7%	43.1%	6.9%
OBJECTIVE #2				
P: Organization	25.3%	41.3%	26.7%	6.7%
P: Completeness/ Relevance	8.0%	18.7%	60.0%	13.3%
T: Spelling	53.3%	30.7%	12.0%	4.0%
OBJECTIVE #3				
P: Clearly Stated Position	6.9%	48.6%	37.5%	6.9%
P: Tone	2.8%	11.1%	76.4%	9.7%
P: Organization	4.2%	16.7%	59.7%	19.4%
P: Use of Supporting Information	1.4%	16.7%	52.8%	29.2%
	Audience*			
	Yes	No	?	
	16.7%	83.3%	0	
OBJECTIVE #4				
P: Invention of Structure	6.9%	45.8%	34.7%	12.5%
P: Invention of Details	5.6%	29.2%	51.4%	13.9%
P: Wording	2.8%	19.4%	72.2%	5.6%
AVERAGE	10.1%	30.4%	48.6%	10.8%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (84.0%), followed by organization based on chronological order (66.6%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was tone (13.9%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits recieved the greatest number of 4 and 3 scores (67.0%), followed by the secondary (51.4%) and primary (34.2%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (48.6%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 40.5% (as compared with the 26.9% rated 4 and 3 holistically).
- 16.7% of the papers specifically addressed the given audience in promoting ideas, but 83.3% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to the data obtained from teachers about current practices in writing instruction, which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for
Primary, Secondary, and Tertiary Traits
for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	84.0%			84.0%
2. Organization (obj. #2	66.6%	66.6%		
3. Clearly Stated Position	55.5%	55.5%		
4. Invention of Structure	52.7%	52.7%		
5. Syntax	51.4%		51.4%	
6. PC & C	50.0%			50.0%
7. Invention of Details	34.8%	34.8%		
8. Expressiveness	30.6%	30.6%		
9. Completeness/ Relevance	26.7%	26.7%		
10. Wording	22.2%	22.2%		
11. Organization (obj. #3)	20.9%	20.9%		
12. Use of Supporting Information	18.1%	18.1%		
13. Tone	13.9%	13.9%		
AVERAGE	40.6%	34.2%	51.4%	67.0%

- Students scored lowest on tone (13.9%). Because this trait is related to promoting ideas, objective 3, the low score may indicate a lack of experience in writing persuasively, a narrow range of vocabulary, or inability to address a specific audience for a specific purpose on a specific occasion.

Instructional Implications

1. Writing instruction should provide for the development of creativity and use of imagination.
2. Students should be provided instruction in the use of vivid language and figures of speech.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting and editing.
4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units.
5. Form (report writing, paragraphing) should be taught.
6. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science, and health.
7. Initially, writing should be based on student interest and experiences.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
10. Traits should be taught in relation to the whole piece of writing, not in isolation.
11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Maui District Holistic and Trait Scores

GRADE ELEVEN

HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	1.3%	32.8%	53.4%	12.3%	.0%	.0%
2. Giving Information	4.3%	24.6%	46.4%	23.2%	1.4%	.0%
3. Promoting Ideas	1.5%	29.2%	55.4%	12.3%	.0%	1.5%
4. Entertaining	.0%	37.7%	48.0%	11.7%	.0%	2.6%
AVERAGE	1.8%	31.1%	50.8%	14.9%	.4%	1.0%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	34.1%	86.2%
2. Giving Information	28.9%	71.0%
3. Promoting Ideas	30.7%	84.6%
4. Entertaining	37.7%	85.7%
AVERAGING	32.9%	81.9%

*Ratings
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in entertaining, objective 4 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2. One reason for the relatively high scores on objective 4 may be that the item was one that the students could easily relate to because they could use their imagination.

- Although students performed best in entertaining, the score for this objective (37.7%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.

- There was only one paper that was unscorable (rating 0) because it was illegible or incomprehensible or contained little or no writing. The percentage was .4% out of 284 papers.

- Only 1% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X Scores.

- The largest number of papers (50.8%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (50.8%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

Slightly less than a sixth (14.9%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (1.8%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (81.9%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

	Rating*			
Objectives	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	2.7%	30.1%	61.6%	5.4%
S: Syntax	1.3%	35.6%	52.0%	10.9%
T: PC & C	1.3%	42.4%	47.9%	8.2%
OBJECTIVE #2				
P: Organization	8.8%	36.8%	42.6%	11.8%
P: Completeness/ Relevance	7.4%	22.1%	47.1%	23.5%
T: Spelling	33.8%	42.6%	14.7%	8.8%
OBJECTIVE # 3				
P: Clearly Stated Position	12.5%	42.2%	39.1%	6.2%
P: Tone	1.6%	46.9%	45.3%	6.2%
P: Organization	1.6%	31.2%	50.0%	17.2%
P: Use of Supporting Information	31.1%	26.6%	53.1%	17.2%
	Audience*			
	Yes	No	?	
	17.2%	12.5%	70.3%	
OBJECT #4				
P: Invention of Structure	2.7%	44.0%	42.7%	10.7%
P: Invention of Details	1.3%	38.7%	50.7%	9.3%
P: Wording	2.7%	21.3%	65.3%	10.7%
AVERAGE	6.2%	35.4%	47.1%	11.2%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (76.4%), followed by clearly stated position (54.7%). The trait with the smallest number of 4 and 3 scores was wording (24.0%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on wording indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (60.0%), followed by the primary (38.4%) and the secondary (36.9%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (47.1%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were a little better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 41.6% (as compared with the 32.9% rated 4 and 3 holistically).

- 17.2% of the papers specifically addressed the given audience in promoting ideas, but 12.5% failed to do so. Scorers were unable to determine whether papers addressed an audience for 70.3% of the papers; these

Ranking of Traits and Percentage of Papers for Primary, Secondary, and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	76.4%			76.4%
2. Clearly Stated Position	54.7%	54.7%		
3. Tone	48.5%	48.5%		
4. Invention of Str.	46.7%	46.7%		
5. Organization (obj. #2)	45.6%	45.6%		
6. PC & C	43.7%			43.7%
7. Invention of Det.	40.0%	40.0%		
8. Syntax	36.9%		36.9%	
9. Organization (obj. #3)	32.8%	32.8%		
10. Expressiveness	32.8%	32.8%		
11. Use of Supporting Information	29.7%	29.7%		
12. Completeness/ Relevance	29.5%	29.5%		
13. Wording	24.0%	24.9%		
AVERAGE	41.6%	38.4%	36.9%	60.0%

papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

- Students scored lowest on wording (24.0%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figur language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- The range of scores for all the traits except spelling was comparatively smaller than that for the other two grades. This may indicate that traits are targeted more equally than at the other grade levels.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.

2. Writing activities should capitalize on the interests and experiences of students.

3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.

4. Students should be given opportunities to express their feelings freely, use their imaginations, and be be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.

5. Different levels of thinking should be deliberately developed as a prerequisite to good writing.

6. The entire process of writing should be systemmatically taught: pre-writing, writing, revising, rewriting, and editing.

7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:

    a. Using words that are vivid, precise, and appropriate.

    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.

    c. Planning papers based on logical order.

    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.

8. The primary traits should be systematically taught in relation to the four purposes of writing.

9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).

10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

VIII. WINDWARD DISTRICT

Results, Analysis and Interpretation, and Instructional Implications of Windward District Holistic and Trait Scores

GRADE FOUR
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	0.0%	11.0%	60.3%	26.0%	0.0%	2.7%
2. Giving Information	7.8%	27.3%	46.8%	11.7%	0.0%	6.5%
3. Promoting Ideas	0.0%	15.8%	63.2%	21.0%	0.0%	0.0%
4. Entertaining	2.6%	19.7%	50.0%	21.1%	1.3%	5.3%
AVERAGE	2.6%	18.5%	55.1%	19.9%	0.3%	3.6%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	11.0%	71.3%
2. Giving Information	35.1%	74.1%
3. Promoting Ideas	15.8%	79.0%
4. Entertaining	22.3%	69.7%
AVERAGE	21.1%	73.5%

***Ratings**: 4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- The scores for the four objectives varied considerably, indicating that all four objectives are not consistently taught.

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in expressing feelings, objective 1. Some reasons for the relatively high scores on objective 2 may be that (1) the item was one that students could easily relate to because of the commonality of the experience (making a peanut butter-jelly sandwich); (2) of all four objectives, giving information is probably most emphasized in the early grades because of its importance in daily life; (3) the task of providing information focuses on the message (or reality) that already exists--that is, students need not necessarily generate or create ideas as in, for example, entertaining and promoting ideas; and (4) the Hawaii English Program (HEP) includes practice in giving directions.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- 3.6% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Giving information, objective 2, received the most X scores.

Analysis and Interpretation

- The largest number of papers (55.1%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (55%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

- Slightly less than a fifth (19.9%) of the papers were rated "poor" (rating 1). Papers rated "poor" generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation, and capitalization).

- A very small percentage (2.6%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent, and effective.

- A large majority of the papers were in the 2 and 3 categories (73.5%), This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	0.0%	9.8%	64.8%	25.4%
S: Syntax	1.4%	18.3%	63.4%	16.9%
T: PC & C	7.0%	33.8%	42.2%	16.9%
OBJECTIVE #2				
P: Organization	13.9%	50.0%	33.3%	2.8%
P: Completeness/Relevance	6.9%	45.8%	43.0%	4.2%
T: Spelling	25.0%	33.3%	33.3%	8.3%
OBJECTIVE #3				
P: Clearly Stated Position	1.3%	34.2%	52.6%	11.8%
P: Tone	0.0%	17.1%	63.2%	19.7%
P: Organization	1.3%	15.1%	72.4%	10.5%
P: Use of Supporting Information	0.0%	19.7%	57.9%	22.4%
	Audience*			
	Yes	No	?	
	89.5%	10.5%	0	
OBJECTIVE #4				
P: Invention of Structure	2.8%	39.4%	46.5%	11.3%
P: Invention of Details	2.8%	28.2%	52.1%	16.9%
P: Wording	2.1%	12.7%	70.4%	14.1%
AVERAGE	5.0%	27.5%	53.5%	13.9%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the fourth graders was organization based on chronological order (63.9% scored for objective 2), followed by spelling (58.3%). The trait with the smallest number of 4 and 3 scores was expressiveness (9.8%).
- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (50.0%), followed by the primary (30.5%) and secondary (19.7%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.
- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (53.5%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.
- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 32.5% (as compared with the 21.4% rated 4 and 3 holistically).
- 89.5% of the papers specifically addressed the given audience in promoting ideas, but 10.5% failed to do so.
- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

Ranking of Traits and Percentage of Papers for Primary, Secondary and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Organization (Obj. #2)	63.9%	63.9%		
2. Spelling	58.3%			58.3%
3. Completeness/ Relevance	52.7%	52.7%		
4. Invention of Structure	42.2%	42.2%		
5. PC & C	40.8%			40.8%
6. Clearly Stated Position	35.5%	35.5%		
7. Invention of Details	31.0%	31.0%		
8. Syntax	19.7%		19.7%	
9. Use of Supporting Information	19.7%	19.7%		
10. Organization (Obj. #3)	17.1%	17.1%		
11. Tone	17.1%	17.1%		
12. Wording	15.5%	15.5%		
13. Expressiveness	9.8%	9.8%		
AVERAGE		30.5%	19.7%	50.0%

Analysis and Interpretation

- Students scored lowest on expressiveness (9.8%). Because this trait is related to expressing feelings (objective 1), the low score may indicate a lack of development in expressing personal feelings clearly and vividly and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings which convey fresh and original ideas, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

- Students were relatively weak in syntax; only 19.7% of the papers scored for objective 1 were rated 4 and 3 for syntax.

Instructional Implications

1. Students should be taught from the early grades to write for all four objectives in meaningful situations.

2. Writing activities should capitalize on the interests and experiences of students.

3. The communication function of writing should be emphasized, and writing should be done for a variety of audiences for specific purposes.

4. Students should be given opportunities to express their feelings freely, use their imaginations, and be creative and inventive in their ideas. Discussions as well as sensory experiences should be encouraged.

5. Different levels of thinking should be deliberately developed as a pre-requisite to good writing.

6. The entire process of writing should be systematically taught: pre-writing, revising, rewriting, and editing.

7. Students should be given many opportunities to develop the skills in which this study has shown they are weak:

    a. Using words that are vivid, precise, and appropriate.

    b. Maintaining unity and coherence through the use of a consistent tone, a consistent point of view, and appropriate transitions.

    c. Planning papers based on logical order.

    d. Selecting details that are relevant and selecting supporting information that is relevant and convincing.

8. The primary traits should be systematically taught in relation to the four purposes of writing.

9. All traits should be taught in relation to purpose, to audience, and to the total effect of the paper, not in isolation; evaluation of student writing should give primary consideration to the whole piece of writing (holistic evaluation).

10. Students should be given opportunities to strengthen their control over syntax by combining sentences, moving their parts, using a variety of modifiers (adjectives, phrases, and clauses), and using various sentence lengths.

Results, Analysis and Interpretation, and Instructional Implications of Windward District Holistic and Trait Scores

GRADE EIGHT
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	3.1%	24.6%	60.0%	12.0%	0.0%	0.0%
2. Giving Information	4.5%	21.2%	54.5%	19.7%	0.0%	0.0%
3. Promoting Ideas	3.6%	25.5%	43.6%	27.3%	0.0%	0.0%
4. Entertaining	1.8%	29.1%	58.2%	9.1%	0.0%	1.8%
AVERAGE	3.3%	25.1%	54.1%	17.0%	0.0%	0.5%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 3 and 2 Ratings
1. Expressing Feeling	27.7%	84.6%
2. Giving Information	25.7%	75.7%
3. Promoting Ideas	29.1%	69.1%
4. Entertaining	30.9%	87.3%
AVERAGE	28.4%	79.2%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in entertaining, objective 4 (as indicated by the combined scores of "excellent" and "good"), and poorest in giving information, objective 2; however, the scores for all four objectives were not significantly different. This may indicate that, by the eighth grade, students have been given practice in writing for all four purposes.

- Scores for the eighth graders for objective 2, providing information, were lower than those for fourth graders. This is most probably due to the weaknesses of the assessment item itself. Scorers all agreed that the information provided was not sufficient; moreover, students in the eighth grade are not very familiar with driving and thus were unable to describe an accident clearly.

- There was no paper that was unscorable (rating 0) because it was illegible or incomprehensible or contained little or no writing. The total number of 0 papers was only one (out of 1,985 papers).

- Less than one per cent (.5%) of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the only X scores.

Analysis and Interpretation

- The largest number of papers (54.1%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that over half of the papers were rated "fair" may indicate that audience, in addition to aim, is not stressed sufficiently.

- As compared with the fourth grade scores, the percentages of upper scores (4 and 3) for the eighth grade increased from 21.1% (grade 4) to 28.4% (grade 8).

- Moreover, fewer papers (17.0%) were rated "poor" as compared with the fourth grade (19.9%), indicating that students are improving. However, some of the weaknesses evidenced by fourth graders still persisted: unawareness of audience, lack of vivid use of language and details, and use of incorrect information and weak supporting evidence.

- A very small percentage (3.3%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent and effective.

- A large majority of the papers were in the 2 and 3 categories (79.2%). This indicates that the writing of most students can be considered "fair" or "good." The potential for better writing is definitely present. Moreover, the fact that there were no papers rated 0 also indicates that students are able to communicate at least some of their ideas in writing. The scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings 4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.5%	41.5%	47.7%	9.2%
S: Syntax	0.0%	37.5%	53.1%	9.4%
T: PC & C	4.7%	32.8%	53.1%	9.4%
OBJECTIVE #2				
P: Organization	19.7%	59.1%	19.7%	1.5%
P: Completeness/Relevance	6.1%	24.2%	47.0%	22.7%
T: Spelling	50.0%	31.8%	16.7%	1.5%
OBJECTIVE #3				
P: Clearly Stated Position	7.3%	54.5%	27.3%	10.9%
P: Tone	5.5%	25.5%	58.2%	10.9%
P: Organization	1.8%	23.6%	50.9%	23.6%
P: Use of Supporting Information	5.5%	18.2%	40.0%	36.4%
	Audience*			
	Yes	No	?	
	27.3%	72.7%	0	
OBJECTIVE #4				
P: Invention of Structure	9.3%	51.4%	29.6%	3.7%
P: Invention of Details	3.7%	35.2%	50.0%	11.1%
P: Wording	1.9%	14.8%	75.9%	7.4%
AVERAGE	9.0%	34.6%	43.8%	12.1%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eighth graders was spelling (81.8%), followed by organization based on chronological order (78.8%, scored for objective 2). The trait with the smallest number of 4 and 3 scores was wording (16.7%).

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (59.7%), followed by the primary (41.0%) and secondary (37.5%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (43.8%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that trait scores were better than holistic scores. When the average percentages of the 4 and 3 ratings on traits were combined, the percentage of papers totaled 43.6% (as compared with the 28.4% rated 4 and 3 holistically).

- 27.3% of the papers specifically addressed the given audience in promoting ideas, but 72.7% failed to do so.

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas). This finding seems to be directly related to data obtained from teachers about current practices in writing instruction, which indicated that the relationship between writing and thinking is not consistently emphasized.

Ranking of Traits and Percentage of Papers for Primary, Secondary and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	81.8%			81.8%
2. Organization (Obj. #2)	78.8%	78.8%		
3. Clearly Stated Position	61.8%	61.8%		
4. Invention of Structure	60.7%	60.7%		
5. Expressiveness	43.0%	43.0%		
6. Invention of Details	38.9%	38.9%		
7. Syntax	37.5%		37.5%	
8. PC & C	37.5%			37.5%
9. Tone	31.0%	31.0%		
10. Completeness/ Relevance	30.3%	30.3%		
11. Organization (Obj. #3)	25.4%	25.4%		
12. Use of Supporting Information	23.7%	23.7%		
13. Wording	16.7%	16.7%		
AVERAGE		41.0%	37.5%	59.7%

Analysis and Interpretation

- Students scored lowest on wording (16.7%). Because this trait is related to entertaining (objective 4), the low score may indicate a lack of development in imagery and a lack of experience with figurative language. It may also indicate a lack of experience with multiple meanings, a narrow range of vocabulary, or inability to vary words and expressions to fit aim and audience.

Instructional Implications

1. Writing instructions should provide for the development of creativity and use of imagination.
2. Students should be provided instruction in the use of vivid language and figures of speech.
3. The entire process of writing should be systematically taught: pre-writing, writing, revising, rewriting and editing.
4. The Hawaii English Program, Secondary, should be used where appropriate, e.g., crafting units.
5. Form (report writing, paragraphing) should be taught.
6. Writing for the various purposes and for various audiences should be integrated in all English courses as well as in other courses such as social studies, science and health.
7. Initially, writing should be based on student interest and experiences.
8. The primary traits should be systematically taught in relation to the four purposes of writing.
9. Thinking skills should be consistently taught in relation to writing, especially in organizing papers, determining supporting evidence, and selecting details. Thinking skills should be emphasized in relation to purpose and audience.
10. Traits should be taught in relation to the whole piece of writing, not in isolation.
11. A variety of resources should be used to improve and expand upon the use of words: literature, oral activities, real life experiences, sensory activities, etc.

Results, Analysis and Interpretation, and Instructional Implications of Windward District Holistic and Trait Scores

GRADE ELEVEN
HOLISTIC SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings*					
	4	3	2	1	0	X
1. Expressing Feeling	1.7%	29.8%	47.3%	17.5%	0.0%	3.5%
2. Giving Information	5.0%	30.0%	41.7%	21.7%	0.0%	1.7%
3. Promoting Ideas	3.3%	26.2%	52.5%	14.8%	1.6%	1.6%
4. Entertaining	6.7%	23.3%	58.3%	11.7%	0.0%	0.0%
AVERAGE	4.2%	27.3%	50.0%	16.4%	0.4%	1.7%

Percentage of Scores When Combined

Objectives	Combined 4 and 3 Ratings	Combined 4 and 3 Ratings
1. Expressing Feeling	31.5%	77.1%
2. Giving Information	35.0%	71.7%
3. Promoting Ideas	29.5%	78.7%
4. Entertaining	30.0%	81.6%
AVERAGE	31.5%	77.3%

*Ratings:
4: Excellent
3: Good
2: Fair
1: Poor
0: Not Scorable (holistically as well as for traits)
X: Not Scorable (holistically)

Analysis and Interpretation

- Students performed best in giving information, objective 2 (as indicated by the combined scores of "excellent" and "good"), and poorest in promoting ideas, objective 3.

- Although students performed best in giving information, the score (35.0%) was not very different from the scores for the other three objectives. The homogeneity of the four scores may be attributed to the continued instructional emphasis on all four objectives in high school.

- There were very few papers that were unscorable (rating 0) because they were illegible or incomprehensible or contained little or no writing.

- Only 1.7% of the papers were not scorable holistically because the authors did not write on the assigned topics or deviated markedly from the directions provided. (These are papers rated X. They were scored, however, for individual traits.) Entertaining, objective 4, received the most X scores.

- The largest number of papers (50.0%) for all four objectives were given a rating of "fair," which indicates that the qualities identified as important for a particular writing objective were present although there were weaknesses and problems which detracted from the effectiveness of the writing. The fact that a large percentage of papers (50.0%) was rated "fair" (rating 2) may indicate that audience, in addition to aim, is not stressed sufficiently.

Analysis and Interpretation

- Slightly less than a fifth (16.4%) of the papers were rated "poor" (rating 1). These papers generally displayed such weaknesses as unawareness of audience, lack of unity, lack of imagination, trite language, and distracting errors in the conventions of writing (spelling, punctuation and capitalization).

- A very small percentage (4.2%) of the papers was rated 4, "excellent." This is due to the fact that papers were rated against an ideal standard, not on a curve. These papers were outstanding in all respects; they showed an awareness of purpose and audience and were clear, coherent and effective.

- A large majority of the papers were in the 2 and 3 categories (77.3%). This indicates that the writing of most students can be considered "fair" and "good." The potential for better writing is definitely present. Moreover, the fact that the number of 0 papers was very minimal also indicates that students are able to communicate at least some of their ideas in writing. Scorers observed that students did very little revising and editing. The first draft, in most instances, was the final product.

TRAIT SCORES

Results

Percentage of Scores for Each Rating

Objectives	Ratings			
	4	3	2	1
OBJECTIVE #1				
P: Expressiveness	1.8%	34.5%	49.0%	14.5%
S: Syntax	1.8%	40.0%	47.2%	10.9%
T: PC & C	3.6%	43.6%	38.1%	14.5%
OBJECTIVE #2				
P: Organization	13.6%	40.7%	35.6%	10.2%
P: Completeness/Relevance	8.5%	22.0%	54.2%	15.3%
T: Spelling	28.8%	50.8%	15.3%	5.1%
OBJECTIVE #3				
P: Clearly Stated Position	13.6%	47.2%	28.9%	8.5%
P: Tone	3.4%	30.5%	62.7%	3.4%
P: Organization	5.1%	27.1%	49.2%	18.6%
P: Use of Supporting Information	3.4%	23.7%	57.6%	15.3%
	Audience*			
	Yes	No	?	
	13.6%	11.9%	74.6%	
OBJECTIVE #4				
P: Invention of Structure	3.3%	45.0%	46.7%	5.0%
P: Invention of Details	5.0%	23.3%	58.3%	13.3%
P: Wording	5.0%	25.0%	65.0%	5.0%
AVERAGE	7.5%	34.9%	46.8%	10.7%

*Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

Analysis and Interpretation

- The trait with the greatest number of 4 and 3 scores for the eleventh graders was spelling (79.6%), followed by clearly stated position (60.8%). The trait with the smallest number of 4 and 3 scores was use of supporting information (27.1%). The high score on spelling indicates the effect of instructional emphasis on this trait. It may also indicate that students find security in resorting to common, easy-to-spell words. The low score on use of supporting information indicates that students lack the necessary vocabulary to communicate effectively to a variety of audiences to accomplish different purposes.

- Traits were categorized according to their relative importance as primary, secondary, tertiary. The tertiary traits received the greatest number of 4 and 3 scores (63.4%), followed by the secondary (41.8%) and the primary (38.3%) traits. The relatively better performance on tertiary traits indicates the effect of instructional emphasis.

- A comparison of the average percentage for each rating (for all thirteen traits) shows that the largest percentage of papers was rated 2 (46.8%). This indicates that the level of attainment of the traits was "fair," although there were lapses which interfered with communication.

- A comparison of the trait and holistic scores indicates that although trait scores were better than holistic scores, the difference was not very much (31.5%: holistic and 42.4%: traits) when the percentages of the 4 and 3 ratings were combined.

- 12.6% of the papers specifically addressed the given audience in promoting ideas, but 11.9% failed to do so. Scorers were unable to determine whether papers addressed an audience for 74.6% of the papers; these papers assumed that the reader knew who the audience was and did not explicitly or even implicitly indicate an audience.

Ranking of Traits and Percentage of Papers for Primary, Secondary and Tertiary Traits for Combined 4 and 3 Scores

Ranking of Traits (High to Low)	3 & 4 Scores	Primary	Secondary	Tertiary
1. Spelling	79.6%			79.6%
2. Clearly Stated Position	60.8%	60.8%		
3. Organization (Obj. #2)	54.3%	54.3%		
4. Invention of Structure	48.3%	48.3%		
5. PC & C	47.2%			47.2%
6. Syntax	41.8%		41.8%	
7. Expressiveness	36.3%	36.3%		
8. Tone	34.9%	34.9%		
9. Organization (Obj. #3)	32.2%	32.2%		
10. Completeness/ Relevance	30.5%	30.5%		
11. Wording	30.0%	30.0%		
12. Invention of Details	28.3%	28.3%		
13. Use of Supporting Information	27.1%	27.1%		
AVERAGE		38.3%	41.8%	63.4%

Analysis and Interpretation

- Students did better in organizing papers based on chronological order (required in giving information) than in organizing papers based on logical order (required in promoting ideas).

- Students scored lowest on use of supporting information (27.1%). Because this trait is related to promoting ideas (objective 3), the low score may indicate a general lack of experience with persuasive writing, including specific evidence and convincing language.

Instructional Implications

1. Continued emphasis should be given to writing for aim and audience. As much as possible, a real audience should be addressed.

2. Instructional time should be set aside for pre-writing activities. These activities should provide an opportunity for students to examine their own feelings, share their ideas, and learn through group dynamics how to communicate clearly and effectively. Planning a paper should also be an important focus of pre-writing activities.

3. All four purposes should be taught in meaningful situations.

4. Primary traits should be emphasized in relation to each of the four purposes of writing.

5. Thinking should be taught and encouraged; thinking as a pre-requisite to good writing should be emphasized.

6. Traits should be taught in relation to the total discourse, not in isolation.

7. Instruction for those traits found to be weaknesses should be emphasized: wording, use of supporting information, completeness and relevance, organization (objective #3), and invention of details.

APPENDIX A: ASSESSMENT PROCEDURE

Evaluation Procedure

Because Hawaii's assessment focused on the measurement of composition skills, including logic and the ability to formulate ideas and to translate those ideas into meaningful written language, the direct assessment method--that is, actually having the students write--was utilized. Sometimes referred to as applied performance testing, this method of assessment requires a prompt, or an assessment exercise for students to write on, time set aside for writing with minimum interference, the scoring of papers by trained scorers, and an analysis and interpretation of the findings.

Instrumentation

Exercises for grades 4, 8, and 11 were developed to measure the following writing objectives:

Objective #1: Expressing Feelings: To express personal feelings clearly and vividly.

Objective #2: Giving Information: To give clear, accurate, and complete information to others.

Objective #3: Promoting Ideas: To present a convincing argument.

Objective #4: Entertaining: To use language artfully to move the reader into the imaginary world of the writer.

The exercises were designed to elicit complete written responses, directly related to the task of writing for a specific purpose to a given audience. The experiences and interests of each grade level to be assessed were kept uppermost in mind.

The exercises were developed by the writing task force with assistance from the Northwest Regional Educational Laboratory (NWREL); they were then carefully field tested and revised.

To supplement student performance data, a survey of current practices in writing instruction was conducted on a very limited basis. Because of the small number of responses to the questionnaire, the data were used primarily to validate results from student papers.

Sample Population

The assessment was conducted on a sampling basis because of the enormous resources which would have been needed to assess every target student statewide and also because data on student performance obtained through sampling were considered to be representative of the target groups.

The design specifications focused on students in grades 4, 8, and 11 enrolled in each district. Non-English-speaking students and handicapped students who could not respond to the exercises as administered were excluded from the assessment.

A stratified two-stage cluster-random sample design was used for each of the seven districts. Schools were treated as clusters and stratified into three groups--high, average, and low--according to the scores on the language portion of the Stanford Achievement Test. From each group, schools were randomly selected, and students were randomly drawn to derive an adequate sampling from each of the three achievement groups. In addition, alternate students were randomly pre-selected to replace any of the initial group of students who were absent when the assessment exercises were administered.

Displayed below are the sample sizes for each district and for the four objectives.

District	Grade 4	Grade 8	Grade 11	Total
Honolulu	316	275	223	814
Central	314	310	284	908
Windward	316	288	240	844
Leeward	302	250	238	790
Hawaii	298	296	260	854
Maui	299	298	284	881
Kauai	273	276	239	788
TOTAL	2,118	1,993	1,768	5,879

Schools participating in the assessment are listed on pages iii-v. It should be emphasized that the assessment was intended to arrive at state and district profiles, not school profiles, as the school sample selected was not meant to be representative of the entire school population. Also it must be cautioned that the intent of this assessment is not to compare the performance of one district with that of another.

Administration of Exercises

Exercises were administered during May to students selected by the Evaluation Section in accordance with the sampling design described above. The specific date, place, and other logistics were determined by each school in consultation with the district test coordinator, who was given prior instructions and who assisted schools by providing information concerning the conduct of the assessment. Test coordinators were also responsible for distributing the writing exercises and for collecting completed exercises.

Because the focus of the exercise was on writing rather than reading, students were given oral instructions in addition to the printed instructions contained in the exercise booklet. Students were given forty-five minutes to plan their writing, do a rough draft, and complete a finished product.

In order to control as many variables as possible, the testing situation did not provide for follow-up practices that ordinarily should be emphasized in writing--e.g., the use of discussions, feedback, and reference materials.

Scoring

Both the holistic and trait methods were used in scoring the papers. The holistic method represents the reader's general response to the writing sample, the reader's evaluation of (1) how well the student accomplished the purpose of the writing, (2) how well the student communicated with the given audience, and (3) how well the student performed in the traits identified as important for a particular aim of writing. The reader, in viewing all the traits as a whole, generally gave most emphasis to the primary trait(s).

While the traits did influence holistic scoring to some degree, they were given specific consideration later; each was examined separately by the scorers. To give relative importance to traits, they were identified as "primary," "secondary," and "tertiary" for a given objective. The thirteen traits which were scored are listed below:

Objective 1: Expressing Feelings

Primary Trait: Expressiveness
Secondary Trait: Syntax
Tertiary Trait: Punctuation, Capitalization, and Other Conventions

Objective 2: Giving Information

Primary Trait: Organization
Completeness and Relevance
Tertiary Trait: Spelling

Objective 3: Promoting Ideas

Primary Traits:
Clearly Stated Position
Tone
Organization
Use of Supporting Information

Objective 4: Entertaining

Primary Traits:
Invention of Structure
Invention of Details
Wording

Although audience is an important consideration for all four objectives of writing, audience as a trait was scored for objective 3 for the purpose of gathering specific information related to audience awareness.

All papers were scored on a scale of 4 to 1 (high to low) against criteria established for each type of writing (see Appendix C), making this a criterion-referenced, as opposed to norm-referenced, measurement. Papers in the "4" category represent excellent writing. We might consider this to be our ideal, our ultimate goal, in writing. In the "3" category are papers that are considered in the upper half of the range from 4 to 1 (but not the upper half in a norm-referenced sense); they may be considered "good" papers. The "2" papers are those that show some evidence of fulfilling the assigned task but contain many weaknesses that detract from the effectiveness of the message. They may be considered "fair" papers. The "1" papers are those that have so many problems that the reader finds it very difficult, if not impossible, to understand the intended message. The "1" papers are considered "poor." Papers in the "2" and "1" categories are viewed as those in the lower half of the range of 4 to 1.

In holistic scoring, two other ratings were considered: "0" and "X" ratings. Papers were rated "0" if they were unscorable because they were illegible or incomprehensible or contained little or no writing. Papers were rated "X" if the authors did not write on the assigned topics or deviated markedly from the directions provided.

To maintain reliability of scores, the final holistic and trait score had to be agreed upon by three scorers. In other words, each paper was scored by a minimum of three readers for the holistic score and three readers for the trait scores.

Thirty-five scorers spent approximately sixty hours scoring all 5,879 writing samples. The scorers were teachers from the three grade levels: grades 4, 8, and 11. They received on-the-job training. The Director of the University of Hawaii Composition Program served as consultant throughout the scoring.

Compilation of Scores

Student help from the Evaluation Section assisted in compiling the scores which were initially reported in a technical report entitled Hawaii Writing Assessment, 1979, prepared by the Evaluation Section. This document was followed by two summary reports prepared by the Office of Instructional Services: Summary Report on Hawaii Writing Assessment, 1979 and Executive Summary Report on Hawaii Writing Assessment, 1979. All three reports served as bases for the State Writing Improvement Framework.

APPENDIX B:
WRITING ASSESSMENT EXERCISES

Objective 1: Expressing Feeling: To express personal feelings clearly and vividly.

Grade 4 exercise

- It is announced that, beginning tomorrow, school will begin an hour earlier and end an hour later every day. Write down exactly how you feel about this.

Grade 8 exercise

- It is announced that beginning tomorrow all eighth graders will be private slaves to the ninth graders. You'll have no rights whatsoever, and you'll have to do everything you're asked to do without question. Write down exactly how you feel about this.

Grade 11 exercise

- Some people really like being the age they are. Other people wish they could be a different age. Write down exactly how you feel about being the age you are.

Objective 2: Giving Information: To give clear, accurate, and complete information to others.

Grade 4 exercise

- Your friend wants to make a peanut butter and jelly sandwich to take to school for lunch but has never made one before. Write directions explaining carefully how to make a peanut butter and jelly sandwich.

Grades 8 and 11 exercise

- Look at the diagram of an automobile accident on the opposite page.* Study the diagram and imagine that you were a witness to the accident. You need to write a report on what you saw for the police department. Describe how the accident happened from beginning to end. Make your report as clear and complete as you can.

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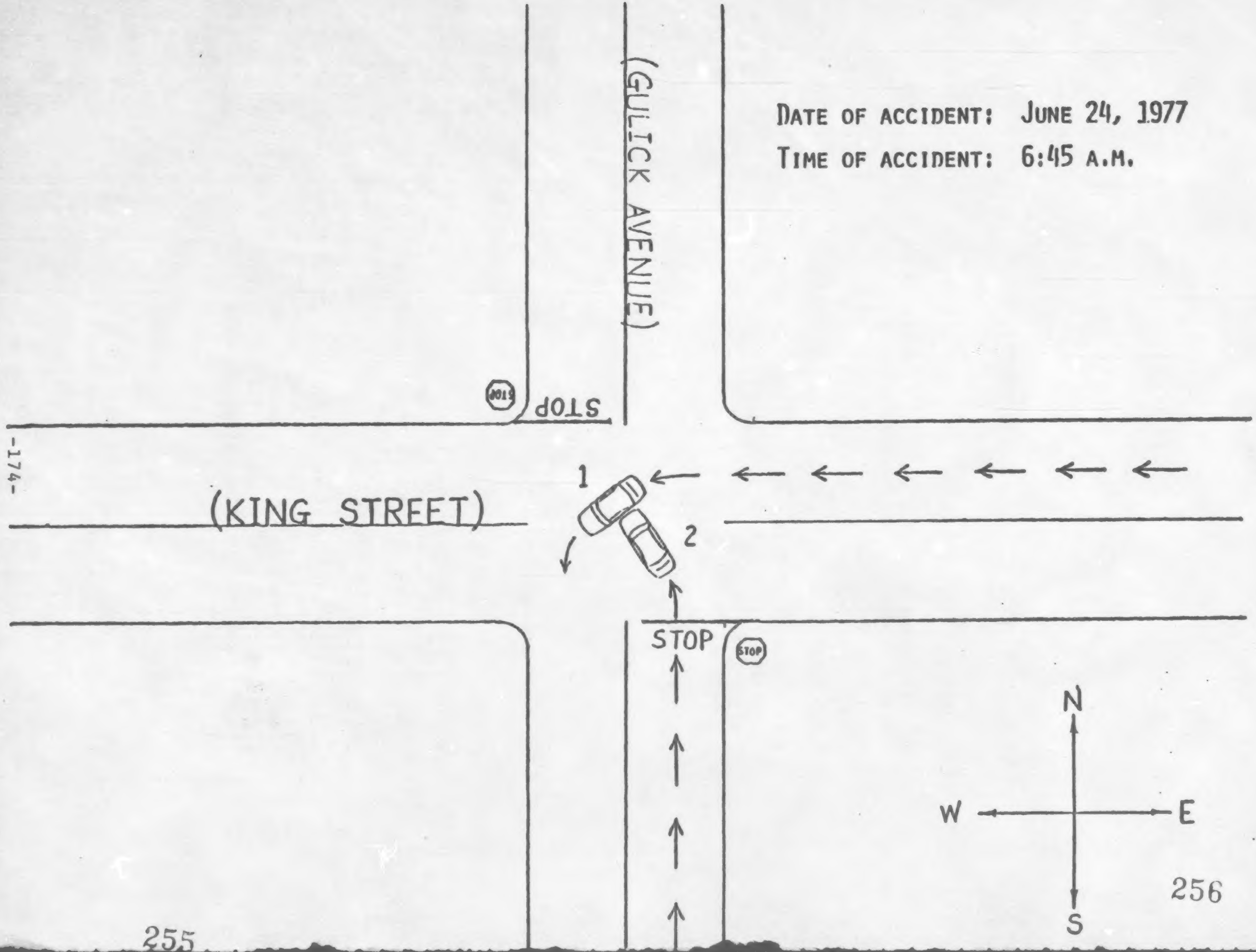
*See next page.



DATE OF ACCIDENT: JUNE 24, 1977
TIME OF ACCIDENT: 6:45 A.M.

Objective 3: Promoting Ideas: To present a convincing argument.

Grade 4 exercise

- The principal of your school has made the following announcement: "I am thinking about making a rule that all students will wear shoes at school. Please let me know what you think about this."

  Think about whether this is a good idea or not. Then write a letter to your principal explaining why you think it's a good idea or why you don't think it's a good idea. Give reasons and try to make your argument strong enough to get your principal to think as you do.

Grades 8 and 11 exercise

- The Department of Education is considering a rule that would extend the school year to eleven months and shorten the summer vacation to one month. The decision will be made by a vote of students. Decide whether you agree or disagree with the proposed rule. Then write your reasons for your view. Make your argument strong enough to convince your friends and classmates to vote the way you want them to.

Objective 4: Entertaining: To use language artfully to move the reader into the imaginary world of the writer.

Grades 4, 8 and 11 exercise

- Sometimes writing is used to create a make-believe world. This is a chance for you to do the same thing. Imagine that a bottle is floating in the middle of a vast ocean. In it is a piece of paper. Write a story that would entertain your friends in which the bottle plays an important part. You might want to include answers to such questions as:

  Where did the bottle come from?
  What's written on the piece of paper?
  Who is going to find it?
  What's going to happen to the person who finds it?
  What happens then?

APPENDIX C: SCORING CRITERIA

Writing Objective 1: Expressing Feelings: To express personal feelings clearly and vividly.

	4-Excellent	3-Good	2-Fair	1-Poor
Primary Trait . Expressiveness	Writing has a personal style--reveals a personality that is clear, consistent, and believable. There is a strong, clear expression of feeling and openness. Ideas are fresh and original. Words are vivid, colorful, and effective, and enhance the expressiveness of the paper.	On the whole, the writing has a personal style, but there are a few minor inconsistencies and contradictions. There is still a clear expression of feeling, but freshness and originality are lacking. Word choice is accurate, but words are not vivid, lively or colorful.	Writing reveals a personality, but there are inconsistencies and contradictions that detract from its effectiveness. Expression of feeling is limited. Some words may be used inaccurately, or there may be reliance on clichés or trite expressions.	There is little indication of a real personality. There are so many inconsistencies and contradictions that no real "voice" is established. Vocabulary is dull and lifeless, or reliance on clichés is nearly total. Some papers may resort to lists of reasons or opinions rather than expression of feeling.
Secondary Trait . Syntax	Words and phrases are combined effectively into permitted and appropriate patterns of language.	Sentence structure is generally correct. There is some awkwardness, but it does not detract from the overall effectiveness of the writing.	Many sentences are characterized by structural weaknesses and grammatical errors.	Writing shows little or no sense of sentence structure.
Tertiary Traits . Punctuation, Capitalization, and Other Conventions	Punctuation, capitalization, and other conventions are correct.	There are a few errors in punctuation, capitalization, and other conventions, but they do not detract from the overall effectiveness of the writing.	There are errors in punctuation, capitalization, and other conventions that detract from the overall effectiveness of the writing.	There are so many errors in punctuation, capitalization, and other conventions that the paper is difficult to read.
.Spelling	No spelling errors or only a a few in difficult words are evident.	There are a few spelling errors, but they do not detract from the overall effectiveness of the writing.	There are several spelling errors that detract from the effectiveness of the writing.	There are so many spelling errors that the reader can hardly understand the writing.

Writing Objective 2: Giving Information: To give clear, accurate, and complete information to others.

	4-Excellent	3-Good	2-Fair	1-Poor
Primary Traits . Organization	Details are arranged in an order that reader can follow; there is clear transition between steps; overall presentation is coherent.	Details are organized reasonably well; there may be minor lapses from logical order, but they do not seriously detract from coherence of presentation.	Some attempt to order information has been made, but the sequence is difficult to follow.	There is no apparent order. Writing rambles and/or is confusing to the reader.
. Completeness and Relevance	All necessary information is included, and all irrelevant information is excluded.	All important information is included; however, some irrelevant information is also included. This irrelevant information does not seriously detract from the effectiveness of the presentation.	Some necessary information is left out and/or some irrelevant information is included. These faults are serious enough to detract from the overall effectiveness of the presentation.	So much important information is left out that there is very little likelihood that the reader can understand the presentation.
Secondary Trait . Wording	Words chosen are clear, accurate, and appropriate.	Words selected indicate some thoughtfulness regarding word choice. Some words are misused, but these do not detract from the overall effectiveness of the writing.	Some of the words used are ambiguous, vague, inaccurate, or redundant, detracting from the overall effectiveness of the directions.	So many wrong or ambiguous words are used that directions are impossible to follow.
Tertiary Traits . Spelling	No spelling errors or only a few in difficult words are evident.	There are a few spelling errors, but they do not detract from the overall effectiveness of the writing.	There are spelling errors that detract from the effectiveness of the writing.	There are so many spelling errors that the reader can hardly understand the writing.
. Syntax	Words and phrases are combined effectively into permitted and appropriate patterns of language.	Sentence structure is generally correct. There is some awkwardness, but it does not detract from the overall effectiveness of the writing.	Many sentences are characterized by structural weaknesses and grammatical errors.	Writing shows little or no sense of sentence structure.
. Punctuation, Capitalization, and Other Conventions	Punctuation, capitalization, and other conventions are correct.	There are a few errors in punctuation, capitalization, and other conventions, but they do not detract from the overall effectiveness of the writing.	There are errors in punctuation, capitalization, and other conventions that detract from the overall effectiveness of the directions.	There are so many errors in punctuation, capitalization, and other conventions that the paper is difficult to read.

Writing Objective 3: Promoting Ideas: To present a convincing argument.

Primary Traits	4-Excellent	3-Good	2-Fair	1-Poor
. Clearly Stated Position	Position is clearly stated and consistently maintained throughout the paper. In addition, there is specific and complete reference to all important components of the issue at hand (e.g., "I agree/disagree with the Department's proposal to extend the school year to 11 months").	Position is clearly stated and consistently maintained throughout the paper. However, clear references to the specific issue at hand are missing.	Position is stated so that the reader can be reasonably certain of the student's point of view, but there are some ambiguities, inconsistencies, or shifts in position.	Statement of position is missing or so unclear that the reader cannot determine student's position.
. Use of Supporting Information	Use of supporting information is superior: the evidence clearly supports the positions; the evidence is sufficient and specific. The argument is, therefore, very convincing.	All the evidence presented is supportive of the position, but there is not enough evidence--or it is not specific enough--to be completely convincing.	Argument is supported by limited evidence. Evidence tends to be general and poorly focused. Some details may not be supportive of the statement of position or may be so loosely related that the reader is not sure how they support the position.	Evidence is nonexistent or extremely limited. Evidence is vague and/or unrelated to argument.
. Tone (The general feeling evoked by the writing, emanating from the student's attitude toward the subject and audience on a given occasion. Tone is established largely through diction.)	Tone is consistent and appropriate for purpose and audience. Tone enhances persuasiveness.	The tone is appropriate for the purpose and audience. Tone enhances persuasiveness, but there are shifts or inconsistencies.	Tone does not contribute to persuasiveness, but is not counterproductive. Tone is flat, dull, uninteresting, or difficult to discern.	Tone is inappropriate to audience, purpose, and occasion, and is counterproductive.
. Organization	Structure is clearly developed; transitions between supporting statements are clear and enhanced by appropriate paragraphing.	Structure is developed reasonably well; there may be minor deviations from the structure (e.g., poor transitions, inappropriate paragraphing, or redundancy), but they do not seriously detract from clarity of the structure.	Some attempt to structure the argument has been made, but the structure is poorly developed. There is consistent inattention to transitions, paragraphing, and other devices that aid organization.	There is no apparent structure.

Writing Objective 5: Promoting Ideas: To present a convincing argument. (cont'd.)

	4-Excellent	3-Good	2-Fair	1-Poor
Secondary Trait . Wording	Words chosen are clear, accurate and precise.	Word choice indicates some thought regarding diction, but a few words are weak or even misused.	Some of the words chosen are inaccurate or imprecise.	Words chosen are generally inaccurate or imprecise.
Tertiary Traits . Syntax	Words and phrases are combined effectively into permitted and appropriate patterns of language.	Sentence structure is generally correct. There is some awkwardness, but it does not detract from the overall effectiveness of the writing.	Many sentences are characterized by structural weaknesses and grammatical errors.	Writing shows little or no sense of sentence structure.
. Spelling	No spelling errors or only a few in difficult words are evident.	There are a few spelling errors, but they do not detract from the overall effectiveness of the writing.	There are several spelling errors that detract from the effectiveness of the writing.	There are so many spelling errors that the reader can hardly understand the writing.
. Punctuation, Capitalization, and Other Conventions	Punctuation, capitalization, and other conventions are correct.	There are a few errors in punctuation, capitalization, and other conventions, but they do not detract from the overall effectiveness of the writing.	There are several errors in punctuation, capitalization, and other conventions that detract from the overall effectiveness of the writing.	There are so many errors in punctuation, capitalization, and other conventions that the paper is difficult to read.

Writing Objective 4: Entertaining: To use language artfully to move the reader into an imaginary world of the writer.

	4-Excellent	3-Good	2-Fair	1-Poor
Primary Traits . Invention of Structure	Paper is structurally whole and has an appropriate, satisfying "shape."	Writing generally displays control of structure, but there are some inconsistencies.	The development of a structure is weak and unsuccessful.	There is little or no structure.
. Invention of Details	Writing displays effective use of details supporting the overall structure. Details are unusual and reflect a high degree of imagination.	The use of details is generally effective, though there are some ambiguities. Most details are imaginative and enhance development.	Details are given, but they do not consistently contribute to the overall structure. Details are commonplace, lacking imagination.	Details are not given, or details are irrelevant, unimaginative, and/or inappropriate to the overall structure.
. Wording	There is good use of vivid, figurative, and sensory words and expressions. Presentation avoids the use of trite expressions.	There is attention to word choice, though vocabulary is less colorful than at the "excellent" level. The passage does not rely on trite expressions, but neither is it characterized by striking originality of expression.	Word choice is generally ineffective; vocabulary is mundane, lacking expressiveness and orginality.	Expressions are dull and uninteresting. Words are frequently misused.
Secondary Trait . Syntax	Words and phrases are combined effectively into permitted and appropriate patterns of language.	Sentence structure is generally correct. There is some awkwardness, but it does not detract from the overall effectiveness of the writing.	Many sentences are characterized by structural weaknesses and grammatical errors.	Writing shows little or no sense of sentence structure.
Tertiary Traits . Spelling	No spelling errors or only a few in difficult words are evident.	There are a few spelling errors, but they do not detract from the overall effectiveness of the writing.	There are several spelling errors that detract from the effectiveness of the writing.	There are so many spelling errors that the reader can hardly understand the writing.
. Punctuation, Capitalization, and Other Conventions	Punctuation, capitalization, and other conventions are correct.	There are a few errors in punctuation, capitalization, and other conventions, but they do not detract from the overall effectiveness of the writing.	There are several errors in punctuation, capitalization, and other conventions that detract from the overall effectiveness of the writing.	There are so many errors in punctuation, capitalization, and other conventions that the paper is difficult to read.

APPENDIX D: NCTE'S STANDARDS FOR BASIC SKILLS WRITING PROGRAMS[1]

The following standards were developed by a specially selected committee of teachers, supervisors, and writing specialists for use by states and school districts establishing comprehensive literacy plans. The National Council of Teachers of English urges study of these standards as a means of determining that plans attend not only to effective practice within the classroom but also to the environment of support for writing instruction throughout the school and the community. If effective instruction in writing is to be achieved, all the standards need to be studied and provided for in shaping comprehensive literacy plans.

At a time of growing concern for the quality of writing in the society, it is important to take the most effective approaches to quality in school writing programs. These standards will help states and school districts assure that efforts to be undertaken will indeed lead to improvement.

Planners must begin with an adequate conception of what writing is. To serve this purpose, we offer the following:

Operational Definition of Writing

> Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development* (narrating, explaining, describing, reporting and persuading); *tone* (from very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); *possible audiences* (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language, appropriate to the age of the writer and to the form, purpose and tone of the message.
>
> Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

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[1] Printed with permission from the National Council of Teachers of English.

An effective basic skills program in writing has the following characteristics:

TEACHING AND LEARNING

1. There is evidence that knowledge of current theory and research in writing has been sought and applied in developing the writing program.

2. Writing instruction is a substantial and clearly identified part of an integrated English language arts curriculum.

3. Writing is called for in other subject matters across the curriculum.

4. The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences.

5. Students write in many forms (e.g., essays, notes, summaries, poems, letters, stories, reports, scripts, journals).

6. Students write for a variety of audiences (e.g., self, classmates, the community, the teacher) to learn that approaches vary as audiences vary.

7. Students write for a wide range of purposes (e.g., to inform, to persuade, to express the self, to explore, to clarify thinking).

8. Classtime is devoted to all aspects of the writing process: generating ideas, drafting, revising, and editing.

9. All students receive instruction in both (a) developing and expressing ideas and (b) using the conventions of edited American English.

10. Control of the conventions of edited American English (supporting skills such as spelling, handwriting, punctuation, and grammatical usage) is developed primarily during the writing process and secondarily through related exercises.

11. Students receive constructive responses--from the teacher and from others--at various stages in the writing process.

12. Evaluation of individual writing growth:
    (a) is based on complete pieces of writing;
    (b) reflects informed judgments, first, about clarity and content and then about conventions of spelling, mechanics, and usage;
    (c) includes regular responses to individual pieces of student writing as well as periodic assessment measuring growth over a period of time.

SUPPORT

13. Teachers with major responsibility for writing instruction receive continuing education reflecting current knowledge about the teaching of writing.

14. Teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.

15. Parent and community groups are informed about the writing program and about ways in which they can support it.

16. School and class schedules provide sufficient time to assure that the writing process is thoroughly pursued.

17. Teachers and students have access to and make regular use of a wide range of resources (e.g., library services, media, teaching materials, duplicating facilities, supplies) for support of the writing program.

PROGRAM EVALUATION

18. Evaluation of the writing program focuses on pre- and post-program sampling of complete pieces of writing, utilizing a recognized procedure (e.g., ETS holistic rating, the Diederich scale, primary trait scoring) to arrive at reliable judgments about the quality of the program.

19. Evaluation of the program might also include assessment of a sample of student attitudes; gathering of pertinent quantitative data (e.g., frequency of student writing, time devoted to writing activities); and observational data (evidence of prewriting activities, class anthologies, writing folders, and student writing displays).

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March, 1979